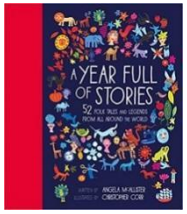
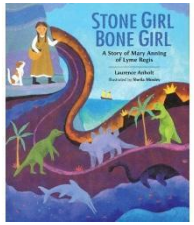
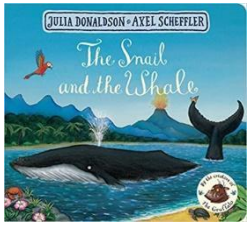
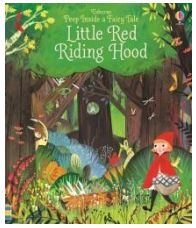
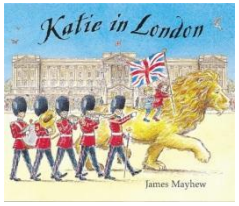
Love God, love your neighbour as yourself – be the Good Samaritan *Luke 10.25-37*

Year 1 Long Term Curriculum Map

Our spiritual journey begins where children are at; what they need to know next so they remember more.

Autumn Term Global Citizenship Theme: Equality and Rights:		Spring Term Global Citizenship Theme: Respect for Others: Sense of identity		Summer Term: Global Citizenship Theme Ecological Awareness:	
Autumn 1 Tales Around the World	Autumn 2	Spring 1 Beside the Seaside	Spring 2 Take One Picture	Summer 1 Enchanted Woodland	Summer 2 London Calling: From A to Z
Core Text: A Year Full of Stories 	**Core Text:** Stone Girl Bone Girl 	**Core Text:** The Snail and the Whale 	**Core Text:** To be decided based on painting	**Core Text:** Little Red Riding Hood 	**Core Text:** Katie in London 
Writing Outcome: To retell and perform a folk tale from another country	**Writing Outcome:** To write a **diary** entry	**Writing Outcome:** To write a **postcard**	**Writing Outcome:** Poetry	**Writing Outcome:** To write a **Fairy Tale**	**Writing Outcome:** To write **Instructions** e.g. making a sandwich, how to play a game
Other Texts: All Aboard the Bobo Road	**Other Texts:** Tyrannosaurus Drip	**Other Texts:** Flotsam, On the Reef, Lucy and Tom at the Seaside	**Other Texts:**	**Other Texts:** Hansel and Gretel; Into the Forest -- Anthony Browne	**Other Texts:**
Poetry on a theme: ***Poems about dinosaurs***		**Poetry: Performance Poetry – Funny Poems**		**Poetry: Rhyming and Repeating Patterns** **London related poems**	
Maths **Number** **Place value,** Sort and count objects	**Maths** **Addition and Subtraction** Number bonds within 10	**Maths** **Number** **Place value** Counting to 20	**Maths** **Place Value** Counting to 50 Groups of tens and ones	**Maths** **Number** **Multiplication and division** Count in 2s, 5s and 10s	**Maths** **Place value** Counting to 100 Partitioning

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Represent objects Counting to 10 and backwards from 10 Count on from any number 1 less, 1 more Fewer, more, same. Less than, greater than, equal to Compare numbers Order objects and numbers	Addition – add together / add more Subtraction problems **Shape** Recognise and name 2-D and 3D shapes	Compare and order numbers up to 20 **Addition and Subtraction** Number bonds to 20 Doubles and near doubles Subtraction finding the difference / counting back Related facts Missing number problems	1 more one less **Measurement** Compare Height and length Measure lengths using objects, centimetres **Mass and volume** Heavier and lighter Measure / compare mass, volume and capacity	Make and add equal groups Makes arrays Make doubles Grouping and sharing **Fractions** Make/ find a half, quarter, whole **Position and Direction** Describe turns and position	Compare and order **Measurement** **Money** Recognising coins and notes Counting in coins **Time** Before nad after Dates Time to the hour Half hour Comparing time
Geography: Locating and finding out about countries around the world and their culture through traditional folk tales. **History:** Find out about different cultures through traditions of storytelling.	**Geography:** The geography of the Jurassic Coast and the formation of fossils. **History**: To find out about the life and achievements of Mary Anning To find out how fossils provide evidence of extinct species.	**Geography**: Know the Seas around the UK, Location of coastal resorts and the nearest coastal town to London. Study the human and physical geography of a UK seaside location. **History:** Find out about seaside holidays in the past and make comparisons to the present day.	Take One Picture	**Science Focus** – Woodland Habitat including weekly Forest School.	**Geography**: The geography of the school and grounds. The geography of the local area through field work and maps. Finding out about famous London landmarks. **History**: Finding out about the history of the school and changes to school life. Transport in London past and present.
Global Citizenship: **Equality and Rights** **Power and Governance (4 weeks)** How can be involved in making and changing the rules at school? How can we be Ready, Respectful and Safe? Project Outcome: School Elections **Social Justice and Equity (6 weeks)** What does the word fair mean? Can you think about what is unfair? What does rich and poor mean to you?		**Global Citizenship:** **Respect for Others** **Identity and Diversity (8 weeks)** Who am I? What are some ways we are alike and different? Do we all think the same things? Why is important to celebrate differences? **Peace and Conflict (4 weeks)** Why don't we always agree? How can we keep things fair? How can we end an argument?		**Global Citizenship:** **Ecological Awareness** **Sustainable Development (8 weeks)** Starting Point: Whole School Earth Day Why don't we always agree? How can we keep things fair? How can we end an argument? **Globalisation and Interdependence (6 weeks)** Why is it important to have a home? How do homes differ in our local community?	

How can we help people who don't have enough? Project Outcome: Social Enterprise – Raise money for Children in Need **Human Rights (5 weeks)** What are the basic rights we should have? How should we treat others? What should we do if we see someone treated badly? Can kindness change the world? Project Outcome: Create posters for the school on the theme of kindness				What do you know about housing in different parts of the world? How might it be different form where we live? Project Outcome: Create a home for an animal in the school grounds e.g. bird box, bug hotel	
P4C Play – Hometalk 33	**P4C** Curiosity – Hometalk 28	**P4C** Pets – Hometalk 35	**P4C** Inventions – Hometalk 17	**P4C** Beauty – Hometalk 15	**P4C** Celebrations – Hometalk 30
Science: Animals Including Humans (2 units)	**Science:**	**Science:** Materials	**Science:**	**Science:** Plants	**Science:** Animals including Humans (4 units)
Seasonal Changes: All Year Round					
Computing: **E safety: Media Balance and Wellbeing** Technology Around Us (2 lessons)	**Computing:** **E Safety: Cyberbullying** Digital Writing and Digital Painting – Busy Things and JIT	**Computing:** **E Safety: Safer Internet use** Data – Busy Things	**Computing:** **E Safety: Privacy and Security** Digital Writing and Digital Painting – Busy Things and JIT	**Computing:** **E Safety: Digital Footprint and Identity** Bee Bots – Moving a Floor Robot	**Computing:** **E Safety: Relationships and Communication** Busy Things – Early Code
Music Songs about birds including 'Fly like an Eagle', 'Kookaburra Sits' and 'Cuckoo'. The Fireworks Song		**Music** Call and Response songs including transport Rap. Shake to make that sound		**Music** Seasons Octopuses Garden	
Art: Wax resist Drawing and Painting / African masks	**Art:** Sculpture - fossils	**D&T** Woodwork – Making birdhouses/ bug hotels	**Art:** Take One Picture	**DT:** Textiles: Making Puppets- templates and joining techniques	**DT:** Structures: Free standing structures – London Landmarks
Cooking: Fruit Cocktail		**Cooking:** Cinnamon Toast Crunch		**Cooking:** Melon ice lollies	

PSHE: Physical health and wellbeing Fun times	**PSHE: Keeping safe and managing risk** Feeling safe	**PSHE: Identity, society and equality** Me and others	**PSHE: Drug, alcohol and tobacco education** What do we put into and on to bodies?	**PSHE: Mental health and emotional wellbeing** Feelings	**PSHE: Careers, financial capability and economic wellbeing** My money
RE: What responsibility has God given people about taking care of creation?	**RE:** Why is each person important in the Nativity story?	**RE:** Judaism What is it like to live as a Jewish person?	**RE:** Why might many Christians say that Easter is the most important festival?	**RE:** Islam What does it mean to be a Muslim?	**RE:** Why did Jesus tell stories? Parables of Jesus
PE: Running 1 Dance	**PE:** Jumping Hands 1	**PE:** Gymnastics: Wide Narrow Curled Dance	**PE:** Hand 2 Team Building	**PE:** Gymnastics: Body Parts Dance	**PE:** Understanding: Attack v Defence Feet 1

Year 1 National Curriculum Coverage

Term	Topic	History objectives	Geography Objectives	DT/ Art	Music
Autumn 1	Tales Around the World Focus on Africa	• To find out about significant historical events, people and places in their own locality • To find out about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	• Understand geographical differences through studying the human and physical geography in a contrasting non -European country • Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles • To name and locate the world's 7 continents and 5 oceans • To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied	• to use drawing, painting to develop and share their ideas, experiences and imagination • knowledge and skills as laid out in the KS1 programme of study	See curriculum outline for music
Summer 2	London Calling–From A to Z	• Significant historical events, people and places in their own locality	• Use geographical vocabulary • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of their	• build structures, exploring how they can be made stronger, stiffer and more stable • Design, make and evaluate as laid out in KS1 programme of study	

			school and its grounds and the key human and physical features of its surrounding environment		
Autumn 2	Fossil Hunters – Mary Anning	• The lives of significant individuals in the past who have contributed to national and international achievements	• use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, , sea, ocean	• to use sculpture to develop and share their ideas, experiences and imagination • knowledge and skills as laid out in the KS1 programme of study	
Summer 1	Enchanted Woodlands	Science focus		• build structures, exploring how they can be made stronger, stiffer and more stable • Design, make and evaluate as laid out in KS1 programme of study	
Spring 1	Beside the Seaside	• Changes within living memory, change in national life	• Use basic geographical vocabulary • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK	• Design, make and evaluate as laid out in KS1 programme of study	
Spring 2	Take One Picture				

Year 1 Enquiry Skills Map			
Subject Area		**End of Year Expectations**	**Greater Depth**
History		Can they put pictures, artefacts or events in chronological order? Can they use words and phrases such as old, new, a long time ago, before and after to describe the past? Can they use stories as a source for asking and answering questions about the past?	Can they ask *relevant* questions using a range of historical sources provided? Can they state appropriate reasons why an event occurred in the past and its impact on their lives?
Geography		Can they explain where they live and describe some of the physical features? Can identify what they like and don't like about their locality and give reasons why? Can they answer some questions using different geographical resources?	Can they ask relevant geographical questions using a range of sources provided? Can they show empathy towards a geographical event or issue and explain the impact on people or place?
DT	**Developing, Planning and Communicating Ideas**	Can they identify the key features of an existing product? Can they think of some ideas of their own? Can they plan an outcome through pictures with labels? Can they explain their ideas orally?	
	Working with Tools, Equipment, Materials and Components	Can they explain what they are making? Can they select appropriate resources and tools? Can they explain which tools they are using and why? Can they use tools safely?	
	Evaluating Processes and Products	Can they describe how their product works? Can they identify success and next steps?	
Art	**Drawing**	Can they express their feeling through drawing? Can they create moods in their drawings? Can they draw lines of different shapes and thickness, using different grades of pencil? Can they interpret an object through drawing?	
	Painting	Can they express their feelings through painting? Can they interpret an object through painting? Do they have an understanding of basic colour theory?	
	Printing	Can they recognise different marks through printing with different objects? Can they repeat a print to make a pattern? Can they apply drawing skills to print?	
	Textiles	Can they group fabrics and threads by colour and texture? Can they weave a pattern?	

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		Can they identify when patterns are used in textile design?	
	Collage	Can they cut and tear paper and card for their collages? Can they colour sort materials? Can they build layers of materials to create an image?	
	3D	Can they recognise different textures in different surfaces? Can they use different materials to create raised texture? Can they scrunch, roll, shape materials to make a 3D form?	
	Knowledge	Can they describe what they can see and like in the work of another artist/craft maker/designer? Can they express their feelings about their own piece of art? Can they express their feelings about a peer's piece of art?	Can they make links between their own artwork and other artists'? Can they evaluate their own and others' artwork and make suggestions for improvement? Can they comment how an artist/designer has used colour, pattern and shape? Can they plan their art using a range of techniques e.g. sketches, discussion?
Music	**Performing**	Can they use their voice to speak/sing/chant? Do they join in with singing? Can they clap short rhythmic patterns? Can they use instruments to perform a simple piece? Can they respond to musical indications about when to play or sing? Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse?	Can they perform a rhythm to a steady pulse?
	Composing	Can they make a range of sounds with their voice? Can they make a range of sounds with instruments? Can they identify changes in sounds? Can they tell the difference between long and short sounds? Can they repeat (short rhythmic and melodic) patterns? Can they represent sounds pictorially? Can they make a sequence of sounds for a purpose?	Can they give a reason for choosing an instrument?
	Appraising	Can they form an opinion to express how they feel about a piece of music? Can they identify what different sounds could represent and give a reason why? Can they recognise repeated patterns? Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? Can they hear the pulse in a piece music? Can they tell the difference between loud and quiet sounds? Can they describe how sounds are made and changed? Can they respond to different moods in music and say how a piece of music makes them feel?	Can they identify texture - listening for whether there is more than one sound at the same time? Can they identify musical structure in a piece of music (verse, chorus etc)?

Area	End of Year Expectations	Greater Depth
Plants	Can they describe and name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? Can they identify and name a range of common plants and trees? Can they name the trunk, branches and root of a tree? Can they discuss what they can see, touch, smell, hear or taste?	Can they begin to describe what each part of a plant does? (e.g. roots, stem, leaves, petals, pollen) on a range of plants
Animals Including Humans	Can they identify some of the differences between different animals? •Can they identify living and non-living things? •Can they identify and name a variety of common animals? •Can they describe how an animal is suited to its environment? •Can they explain what they have found out? •Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? •Can they identify and classify things they observe? •Can they give a simple reason for their answers? •Can they discuss what they can see, touch, smell, hear or taste? •Can they name the parts of the human body and link them to their senses? •Can they name the parts of an animal's body? •Can they name a range of domestic animals? •Can they compare the bodies of different animals? •Can they identify and classify things they observe? •Can they give a simple reason for their answers? •Can they talk about what they <see, touch, smell, hear or taste>?	Can they begin to classify animals according to a number of given criteria? •Can they point out differences between living things and non-living things? •Can they name some parts of the human body that cannot be seen? •Can they say why certain animals have certain characteristics? •Can they name a range of wild animals?
Everyday Materials	Can they distinguish between an object and the material from which it is made? •Can they describe materials using their senses, using specific scientific words? •Can they explain what material objects are made from? •Can they explain why a material might be useful for a specific job? •Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock •Can they sort materials into groups by a given criteria? •Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? •Can they perform a simple test? •Can they tell other people about what they have done? •Can they talk about what they see, touch, smell, hear or taste? •Can they use simple equipment to help them make observations? •Can they identify and classify things they observe?	Can they describe things that are similar and different between materials? •Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate? •Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate?

Seasonal Changes	Can they observe changes across the four seasons? •Can they name the four seasons in order? •Can they observe and describe weather associated with the seasons? •Can they observe and describe how day length varies? •Can they talk about what they: see, touch, smell, hear or taste? Can they use simple equipment to help them make observations?	Can they observe features in the environment and explain that these are related to a specific season? •Can they observe and talk about changes in the weather? •Can they talk about weather variation in different
Working Scientifically		
Observing Closely	**Can they discuss what they can see, touch, smell, hear or taste? Can they use simple equipment to help them make observations?**	**Can they find out by watching, listening, tasting, smelling and touching?**
Performing Tests	**Can they perform a simple test? Can they describe/ explain what they have done?**	**Can they give reasons for their answers?**
Identifying and Classifying	**Can they identify and classify things they observe? Can they think of some questions to ask? Can they answer some scientific questions? Can they give a simple reason for their answer? Can they explain what they have found out?**	**Can they discuss similarities and differences? Can they explain what they have found out using scientific vocabulary?**
Recording Findings	**Can they show their work using pictures, labels and captions? Can they record their findings using standard units? Can they record some information in a chart or table, or using ICT?**	**Can they make accurate measurements using non-standard measurements i.e. unifix**