

Year 1 Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Themes</b>	<b>Animal Kingdoms &amp; Arctic Explorers</b>  See Hamilton Trust - <i>Weather Experts Block G - Cold, Cold, Cold!</i>		<b>Home Sweet Home</b>  See Hamilton Trust - <i>Changes Within Living Memory</i>		<b>Food and Farming</b>  See Hamilton Trust - <i>Food Glorious Food</i>	
<b>Science</b>  See Hamilton Trust scheme of work for support	<b>Working Scientifically: Ongoing Unit</b> During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> <li>○ asking simple questions and recognising that they can be answered in different ways</li> <li>○ observing closely, using simple equipment</li> <li>○ performing simple tests</li> <li>○ identifying and classifying</li> <li>○ using their observations and ideas to suggest answers to questions</li> <li>○ gathering and recording data to help in answering questions.</li> </ul>					
	<b>Animals Including Humans</b>		<b>Everyday Materials</b>		<b>Green Plants</b>	
	Pupils should be taught to: <ul style="list-style-type: none"> <li>- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>- identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>		Pupils should be taught to: <ul style="list-style-type: none"> <li>- distinguish between an object and the material from which it is made.</li> <li>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>- describe the simple physical properties of a variety of everyday materials</li> <li>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>		Pupils should be taught to: <ul style="list-style-type: none"> <li>- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>- identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	

	<p><b>Seasonal Change: Ongoing Unit</b></p> <p><b>Science - Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>		
<p><b>Humanities</b></p>  <p><i>See Hamilton Trust scheme of work for support</i></p>	<p><b>Geography</b> Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<p><b>History</b> Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant <b>nationally</b> or globally</li> <li>significant historical events, people and places in their own locality.</li> </ul>	<p><b>Geography</b> Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>use basic geographical vocabulary to refer to:</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
<p><b>R.E</b></p>	<p><b>What is Buddhism?</b> <b>Nativity Characters</b> <b>Christmas Through Music and Art</b></p>	<p><b>What responsibility Has God given about Taking Care of Christianity?</b> <b>Why is Easter the most important festival for Christians?</b> <b>Easter through Music and Art</b></p>	<p><b>What is it like to live as a Jew?</b> <b>Why do Christians make and keep promises before God?</b> <b>Why are Saints important to Christianity?</b> <b>The School's Own Saint's Day</b></p>



See LBDS Scheme  
of work

☉ Who Siddhartha was and the circumstances that led to him becoming Buddha  
AT1 Learning About Religion  
Focus: Beliefs, teachings and sources  
AT2 Learning From Religion  
☉ Focus: Values and Commitments  
Bible stories - The Nativity Story  
What Christians believe about the Nativity  
The importance of the Characters, who they were, and how they impacted on the lives of others  
Christian living, the Church, ordinary people  
Belonging and the importance of love, tolerance, respect and faith  
AT1 Learning About Religion  
Focus: Beliefs, teachings and sources  
AT2 Learning From Religion  
Focus: Meaning, purpose and truth

☉ The Christian Story of Creation is found in The Bible; what happens in the Story of Creation in The Bible  
What Christians believe are God's instructions to follow in caring for creation  
To identify how to be good stewards of creation  
The chance to think about some interesting and puzzling questions children would like to ask God about Creation  
What the Biblical phrase ". . . Made In God's Image" means for a Christian  
How Christians care for the people God created  
AT1 Learning about Religion  
Focus: Beliefs, teachings and sources.  
AT2 Learning From Religion  
Focus: Values and commitments.  
☉ To know the events of Jesus' entry into Jerusalem on Palm Sunday as told in the Bible  
To know that people thought Jesus was very special  
To share how we feel when we meet someone special  
To make links between our experiences /feelings and those found in the stories of Holy Week  
AT1 Learning about Religion  
Focus: Beliefs, teachings and sources.  
AT2 Learning From Religion  
Focus: Values and commitments.

☉ Jewish symbols (Star of David, The Torah, etc)  
Jewish Sabbath (Shabbat)  
The Jewish community  
Jewish place of worship (Synagogue,)  
AT1 Learning About Religion  
Focus: Forms of expression  
AT2 Learning From Religion  
Focus: Identity and belonging  
☉ Exploring the idea and meaning of belonging to a church or other religious community  
Jesus' Baptism;  
Infant Baptism - Christian ceremony in which parents / carers and godparents promise to bring up a child in the Christian faith;  
Christian Wedding - an act of worship in which promises are made to God and each other, what marriage means for Christians;  
How promises are important in both Christian Baptism and Christian marriage  
AT1 Learning About Religion  
Focus: Forms of expression.  
AT2 Learning From Religion  
Focus: Values and commitments.  
☉ This unit is an opportunity for the school to plan and teach a 2 lesson RE unit of work about the saint whom the school is named after.  
AT1 Learning About Religion.  
Beliefs, Teachings and Sources; Practices and ways of life;  
Forms of expression.  
AT2 Learning From Religion.  
Identity and belonging; Meaning, purpose and truth;  
Values and commitments.

<p><b>Computing</b></p> 	<p><b>We are treasure hunters:</b></p>	<p><b>We are celebrating:</b></p>	<p><b>We are collectors:</b></p>	<p><b>We are TV chefs:</b></p>	<p><b>We are painters:</b></p>	<p><b>We are story tellers:</b></p>
	<p>Using programmable toys (beebots) to develop and record simple instructions as an algorithm.</p>	<p>Creating a card digitally using basic keyboard skills through typing and formatting text and combining images and words.</p>	<p>Finding images using the web and organizing them into groups on the basis of binary questions.</p>	<p>Filming the steps of a recipe, breaking down the sequence into clear steps as an algorithm.</p>	<p>Illustrating an eBook using painting tools to create and change images on a computer.</p>	<p>Producing a talking book using sound recordings and saving and storing sounds on a computer.</p>
<p><b>Children will develop the following key skills across the year:</b></p> <ul style="list-style-type: none"> <li>• Understand use of algorithms</li> <li>• Write &amp; test simple programs</li> <li>• Use logical reasoning to make predictions</li> <li>• Organise, store, retrieve &amp; manipulate data</li> <li>• Communicate online safely and respectfully</li> <li>• Recognise uses of IT outside of school</li> </ul>						
<p><b>Art</b></p>  <p><i>See Suffolk scheme of work for support</i></p>	<p><b>3D Clay Work</b></p>		<p><b>Collage</b></p>		<p><b>Painting</b></p>	
	<p><b>Make Penguins/Polar Bears and create footprints in the snow</b></p> <ul style="list-style-type: none"> <li>• To investigate the possibilities of working with clay.</li> <li>• To use story as a starting point and record from imagination in 3D form.</li> <li>• To use different coloured clays to decorate 3D forms.</li> <li>• To manipulate clay to produce balls and coils.</li> <li>• To explore a range of marks which can be made by pressing found objects into clay.</li> <li>• To use clay to make a mould for a plaster cast.</li> <li>• To make a clay slab and use different tools to make impressions in the surface.</li> </ul>		<p><b>Hot and Cold (Can be done over the two terms to show change in weather)</b></p> <ul style="list-style-type: none"> <li>• To tear, overlap and stick materials</li> <li>• To begin to sort 'hot' and 'cold' colours and sort them, particularly in response to the work of Patrick Herron (linked to seasonal changes)</li> <li>• To select and sort contrasting materials (sorting winter and summer)</li> <li>• To create shapes using collage materials (Richard Long- circles/Andy Goldsworthy-lines) (linked to animal topics)</li> </ul>		<p><b>Literacy Link</b></p> <ul style="list-style-type: none"> <li>*To explore the use of thick and thin paint</li> <li>*To explore the use of thick and thin paintbrushes and the effects they can make</li> <li>* To respond to a story as a starting point for a painted art piece.</li> <li>* To experiment with different brushstrokes</li> <li>* To explore the work of 'Jasper Johns'</li> </ul>	
<p><b>Design Technology including Cooking</b></p>			<p><b>3 Little Pigs</b></p>		<p><b>Collage</b></p>	
			<p><b>Design and make a 3 little pigs house</b></p> <p>Children will develop the following key skills: * design purposeful, functional, appealing</p>		<p><b>Hot and Cold (Can be done over the two terms to show change in weather)</b></p> <ul style="list-style-type: none"> <li>• To tear, overlap and stick materials</li> </ul>	

 <p>See Hamilton Scheme of work for support</p>			<p>products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> <li>* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>* explore and evaluate a range of existing products</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to sort 'hot' and 'cold' colours and sort them, particularly in response to the work of Patrick Herron (linked to seasonal changes)</li> <li>• To select and sort contrasting materials (sorting winter and summer)</li> </ul> <p>To create shapes using collage materials (Richard Long- circles/Andy Goldsworthy-lines) (linked to animal topics)</p>		
<p><b>Cooking and Nutrition</b> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking Week takes place once a term and where possible is linked to topic or science.</p>						
<p><b>Cooking and Nutrition Content</b> Pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes &amp; understand where food comes from.</p>						
 <p>See Val Sabin Scheme of work for support</p>	<p>Master basic movement, e.g. running, jumping, throwing, catching.</p> <p>Gymnastics balance, agility and co-ordination.</p>	<p>Introduction to using equipment for simple striking and fielding.</p> <p>Perform dances using simple movement</p>	<p>Master basic movement, e.g. running, jumping, throwing, catching.</p> <p>Gymnastics balance, agility and co-ordination.</p>	<p>Introduction into basic net games.</p> <p>Perform dances using simple movement</p>	<p>Participate in small sided team games.</p> <p>Gymnastics balance, agility and co-ordination</p>	<p>Master basic movement, e.g. running, jumping, throwing, catching - <b>Athletics; Sports Day preparation.</b></p> <p>Perform dances using simple movement</p>
	<p><b>Genre</b> (Exploration of styles of music and mood)</p> <p>Pupils should be taught to: □ use their voices</p>	<p><b>Hey You</b> (Listening to hip hop music and using our voices in different ways)</p> <p>Pupils should be taught to:</p>	<p><b>In The Groove</b> (Continued exploration of musical styles through one song)</p> <p>Pupils should be taught to: □ use their voices</p>	<p><b>Rhythm in the way we walk</b> (Focus on Rhythm and Pulse in music)</p> <p>Pupils should be taught to: □ listen with</p>	<p><b>The Long and Short of it</b> (Exploring Duration)</p> <p>Pupils should be taught to: □ experiment with, create, select and</p>	<p><b>Reflect, Rewind, Replay</b></p> <p>Pupils should be taught to: □ listen with concentration and understanding to a</p>

<p><i>See Charanga website for support</i></p>	<p>expressively and creatively by singing songs and speaking chants and rhymes  <input type="checkbox"/> listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p><input type="checkbox"/> use their voices expressively and creatively by singing songs and speaking chants and rhymes  <input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>expressively and creatively by singing songs and speaking chants and rhymes  <input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>concentration and understanding to a range of high-quality live and recorded music  <input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>combine sounds using the inter-related dimensions of music.  <input type="checkbox"/> play tuned and untuned instruments musically</p>	<p>range of high-quality live and recorded music  <input type="checkbox"/> experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p><b>MFL - French</b></p>  <p><i>See Little Languages Scheme of work for support</i></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding</li> <li><input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>					
<p><b>Opportunities to develop Spiritual, Moral, Social and Cultural Learning and promote fundamental British Values</b></p>	<p>What makes a happy and safe class          Agreeing a class charter and creating a class community          Different types of feelings          Valuing myself and others          Different types of families          Similarities and differences between us          What teasing and bullying are and how to stop          What a friend is and resolving disagreements          Likes and dislikes          What is right and wrong          Listening well</p>	<p>Being ready to learn          Recognising achievements and setting goals          Solving problems to learn well          Caring for possessions          How money is used          Saving and not saving money          Making choices about spending          What makes us feel proud          Feeling worried and stopping worries          Animals and humans grow and change          Different animals and their babies          How they have grown and changed</p>	<p>Learning everyday language through a song          Celebrating other languages; recalling numbers 1-3 or 1-6 through          Recognising previously learned language, problem solving          Exploring the sound of some words in a foreign language          Action song          Exploring an aspect of culture</p>			



**British Values**

See Camden PHSCE  
scheme of work

Managing anger and calming down  
Solving problems peacefully  
Getting on with friends  
Being safe with household substances  
Knowing what is safe and unsafe to swallow  
Being safe with medicines  
What to do if being persuaded to do wrong

Difference between male and female animals  
Keeping clean  
Preventing germs spreading