



Year 1 Long Term Curriculum Map

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 London Calling: From A to Z	Spring 1 Fossil Hunters	Spring 2 Enchanted Woodlands	Summer 1 Beside the Seaside	Summer 2 Take One Picture
Core Text: A Year Full of Stories 	Core Text: Katie in London 	Core Text: Stone Girl Bone Girl 	Core Text: Little Red Riding Hood 	Core Text: The Light House Keeper's Lunch 	Core Text: To be decided based on painting
Writing Outcome: To retell and perform a folk tale from another country	Writing Outcome: To write a postcard	Writing Outcome: To write a diary entry	Writing Outcome: To write a Fairy Tale	Writing Outcome: To write Instructions e.g. making a sandwich, how to play a game	Writing Outcome:
Other Texts: All Aboard the Bobo Road	Other Texts:	Other Texts: Tyrannosaurus Drip	Other Texts: Hansel and Gretel; Into the Forest -- Anthony Browne	Other Texts: Flotsam, On the Reef, Lucy and Tom at the Seaside	Other Texts:
Poetry: All the Wild Wonders	Poetry: Buckingham Palace - AA Milne	Poetry: Dinosaur poems	Poetry: I am the Seed that Grew the Tree	Poetry: Maggie and Milly and Molly and May – EE Cummings	Poetry:
Topic Enquiry: Geography – Locating and finding out about countries around the world and their	Topic Enquiry: Geography – Finding out about the geography of the	Topic Enquiry: History – To find out about the life and achievements of Mary Anning	Topic Enquiry: Science Focus – Woodland Habitat	Topic Enquiry: Geography – Study the human and physical	Topic Enquiry: Take One Picture

culture through traditional folk tales	local area through field work and maps. Finding out about famous London landmarks. History: Finding out about transport in London past and present.	To find out how fossils are formed and provide evidence of extinct species		geography of a UK seaside location History – Find out about seaside holidays in the past e.g. Victorians	
Topic Enrichment Opportunities: Visit to Little Angel Theatre or Discover Story Telling workshop	Topic Enrichment Opportunities: Local area field work London sightseeing London Transport Museum London Metropolitan archives	Topic Enrichment Opportunities: Natural History Museum Wesley Chapel - Georgian life workshop Museum of London – Pleasure Garden	Topic Enrichment Opportunities: Forest School Garden Classroom – Trees Please Me	Topic Enrichment Opportunities: Seaside trip London Aquarium	Topic Enrichment Opportunities: National Gallery
End of Term Project Outcome: International Evening	End of Term Project Outcome: Enterprise Week – Christmas Fair	End of Term Project Outcome: Museum Week	End of Term Project Outcome: Science Fair	End of Term Project Outcome:	End of Term Project Outcome: Art Exhibition
Global Citizenship Links: International Day of Democracy International Day of Peace Black History Month – celebrating diversity Dyslexia awareness week	Global Citizenship Links: Universal Children’s Day Anti- Bullying Week Human Rights Day Remembrance Day Children in Need Road Safety Week World Philosophy Day	Global Citizenship Links: International Women’s Day International Mother Language Day Children’s Mental Health Week	Global Citizenship Links: Autism Awareness Day Comic Relief Fair Trade Fortnight Mothering Sunday	Global Citizenship Links: International Mother Earth Day World Bee Day Walk to school week National Children’s Gardening Week	Global Citizenship Links: BNF Healthy Eating Week World Environment Day World Oceans Day World Refugee Day Oxfam water week Recycle Awareness Week National School Grounds Week
Science: Animals Including Humans, Seasonal Changes	Science: Materials	Science: Seasonal Changes	Science: Plants, Animals including Humans, Seasonal Changes	Science: N/A	Science: Materials, Animals including Humans, Seasonal Changes
Computing: E-Awareness	Computing: Online publishing, Learning to use hardware	Computing: Multi media and word processing Networks and the Internet Keyboard Skills	Computing: Programming Communication and Collaboration	Computing: Digital Media Data	Computing: Programming
Music: Sounds Interesting (exploring sounds)	Music: The Long and Short of It	Music: Feel the Pulse (exploring pulse and	Music: Taking Off (exploring pitch)	Music: What’s the score? (exploring instruments	Music: Rain rain go away (exploring timbre, tempo

	(exploring duration)	rhythm)		and symbols)	and dynamics)
Performance: International Evening	Performance: Nativity Play	Performance: Class Assembly	Performance: Spring Concert	Performance: Class Assembly	Performance:
Art: Wax resist paintings, African masks	DT: Structures : Free standing structures – London Landmarks	Art: Sculpture: Fossils and Dinosaurs	DT: Woodwork – Making birdhouses/ bug hotels	DT: Textiles: Making Puppets-templates and joining techniques	Art: Take One Picture
Cooking: n/a	Cooking: Cinnamon Toast Crunch	Cooking: n/a	Cooking: Preparing Fruit and Vegetables – Fruit Salad	Cooking: Sandwiches Melon ice lollies	Cooking: n/a
PSHE: Citizenship	PSHE: Financial Capability	PSHE: Mental Health	PSHE: Keeping Safe and Well	PSHE: Fun, Food and Fitness	PSHE: Drug, alcohol and tobacco education
PE: Games – Invasion Dance	PE: Games – Invasion Forest School	PE: Gymnastics Dance	PE: Athletics Forest School	PE: Games – net, striking and fielding	PE: Athletics

Year 1 National Curriculum Coverage					
Term	Topic	History objectives	Geography Objectives	DT/ Art	Music
Autumn 1	Tales Around the World Focus on Africa	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Autumn 2	London Calling–From A to Z	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable 	

			<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Design, make and evaluate as laid out in KS1 programme of study 	
Spring 1	Fossil Hunters – Mary Anning	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements 	<ul style="list-style-type: none"> use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, , sea, ocean 	<ul style="list-style-type: none"> to use sculpture to develop and share their ideas, experiences and imagination knowledge and skills as laid out in the KS1 programme of study 	
Spring 2	Enchanted Woodlands	Science focus		<ul style="list-style-type: none"> 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 	
Summer 1	Beside the Seaside	<ul style="list-style-type: none"> Changes within living memory, change in national life 	<ul style="list-style-type: none"> Use basic geographical vocabulary Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK 	<ul style="list-style-type: none"> Design, make and evaluate as laid out in KS1 programme of study 	
Summer 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 <i>relevant</i> 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? 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)?

Year 1 Science Enquiry Skills Map

Area	End of Year Expectations	Greater Depth
Plants	<p>Can they describe and name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant?</p> <p>Can they identify and name a range of common plants and trees?</p> <p>Can they name the trunk, branches and root of a tree?</p> <p>Can they discuss what they can see, touch, smell, hear or taste?</p>	<p>Can they begin to describe what each part of a plant does? (e.g. roots, stem, leaves, petals, pollen) on a range of plants</p>
Animals Including Humans	<p>Can they identify some of the differences between different animals?</p> <ul style="list-style-type: none"> •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>? 	<p>Can they begin to classify animals according to a number of given criteria?</p> <ul style="list-style-type: none"> •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	<p>Can they distinguish between an object and the material from which it is made?</p> <ul style="list-style-type: none"> •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? 	<p>Can they describe things that are similar and different between materials?</p> <ul style="list-style-type: none"> •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	<p>Can they observe changes across the four seasons?</p> <ul style="list-style-type: none"> •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? 	<p>Can they observe features in the environment and explain that these are related to a specific season?</p> <ul style="list-style-type: none"> •Can they observe and talk about changes in the weather? •Can they talk about weather variation in different
Working Scientifically		
Observing Closely	<p>Can they discuss what they can see, touch, smell, hear or taste?</p> <p>Can they use simple equipment to help them make observations?</p>	<p>Can they find out by watching, listening, tasting, smelling and touching?</p>
Performing Tests	<p>Can they perform a simple test?</p> <p>Can they describe/ explain what they have done?</p>	<p>Can they give reasons for their answers?</p>
Identifying and Classifying	<p>Can they identify and classify things they observe?</p> <p>Can they think of some questions to ask?</p> <p>Can they answer some scientific questions?</p> <p>Can they give a simple reason for their answer?</p> <p>Can they explain what they have found out?</p>	<p>Can they discuss similarities and differences?</p> <p>Can they explain what they have found out using scientific vocabulary?</p>
Recording Findings	<p>Can they show their work using pictures, labels and captions?</p> <p>Can they record their findings using standard units?</p> <p>Can they record some information in a chart or table, or using ICT?</p>	<p>Can they make accurate measurements using non-standard measurements i.e. unifix</p>