



# Curriculum Map 2022-23

## Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Animals and humans		On our doorstep and beyond		Out of this world	
Science	Animals including humans	Seasonal change	Everyday materials		Plants	
Computing	Unit 1.1 Online safety					
History		Personal/family history		Local history-Queen		World history-explorers
Geography	Home/school		Local/UK		World	
DT		Textiles-puppet		Food		Structure-moon buggies
Art	Monet-drawing printing		Portraits-painting		Arcimbaldo-sculpture	
RE	Everybody special	Celebrating harvest or Christmas	Creation and God	Following Jesus	Bible stories	Special places
Music	Animals	All about me	Under the sea	By the sea	Fairy tales	Superheroes
PE	Invasion games Rugby/football and multi skills/badminton		Invasion games Netball/hockey and gymnastics/dance		Striking and fielding games Rounders/athletics and swimming	
PSHE	Family	Health and well being	Safety and the changing body	Citizenship	Economic well being	Transition
School trips	Virginia Waters		Windsor Castle		Winchester Science Museum	



**Science Learning Objectives:**

Autumn	Spring	Summer
<b>Working scientifically</b>	<b>Working scientifically</b>	<b>Working scientifically</b>
<ul style="list-style-type: none"> <li>• Suggest how to find things out</li> <li>• Decide what equipment to use for an experiment</li> <li>• Records results in a tally chart</li> </ul>	<ul style="list-style-type: none"> <li>• Can measure in non-standard measures</li> <li>• Chooses equipment to take measurements</li> <li>• Presents results as a pictogram</li> </ul>	<ul style="list-style-type: none"> <li>• Answers simple questions about data presented in pictograms</li> </ul>
<b>Animals Including Humans/ Living things and their habitats.</b>	<b>Everyday Materials</b>	<b>Plants</b>
<ul style="list-style-type: none"> <li>• Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Can identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets</li> <li>• Can 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>	<ul style="list-style-type: none"> <li>• Can distinguish between an object and the material from which it is made</li> <li>• Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• Can describe the simple physical properties of a variety of everyday materials</li> <li>• Can compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• Can identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>
<b>Seasonal change</b>		
<ul style="list-style-type: none"> <li>• Observes changes across the four seasons</li> <li>• Can describe weather associated with the seasons and how day length varies.</li> </ul>		



Geography Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<b>Locational and place knowledge</b>	<b>Locational and place knowledge</b>	<b>Locational and place knowledge</b>
		<ul style="list-style-type: none"> <li>• Can locate the equator and north and south poles</li> <li>• Can make predictions about the hottest and coldest parts of the world</li> </ul>
<b>Human and physical</b>	<b>Human and physical</b>	<b>Human and physical</b>
<ul style="list-style-type: none"> <li>• To identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• An introduction to using basic geographical vocabulary to refer to the physical features relating to the seasons, the</li> <li>• weather, &amp; both the physical and human features of the local area</li> </ul>	<ul style="list-style-type: none"> <li>• An introduction to using basic geographical vocabulary to refer to the physical features relating to the seasons, the</li> <li>• weather, &amp; both the physical and human features of the local area</li> <li>• Can explain how the local area is affected by pollution (eg: litter) and the changes that are happening</li> </ul>	
<b>Geographical skills – Maps, the atlas and globe</b>	<b>Geographical skills – Maps, the atlas and globe</b>	<b>Geographical skills – Maps, the atlas and globe</b>
	<ul style="list-style-type: none"> <li>• To use world maps,atlases and globes</li> <li>• to identify the United Kingdom and its countries.</li> </ul>	<ul style="list-style-type: none"> <li>• To use world maps,atlases and globes</li> <li>• to identify the United Kingdom and its countries.</li> <li>• To be introduced to the continents of the world</li> </ul>
<b>Geographical skills – Using the compass &amp; grid references</b>	<b>Geographical skills – Using the compass &amp; grid references</b>	<b>Geographical skills – Using the compass &amp; grid references</b>
<ul style="list-style-type: none"> <li>• To be introduced to using basic symbols&amp; describing simple</li> </ul>		



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<ul style="list-style-type: none"> <li>• features in their own map of SAVS</li> <li>• to use simple locational language including in front of, behind, next to</li> </ul>		
<b>Fieldwork</b>	<b>Fieldwork</b>	<b>Fieldwork</b>
<ul style="list-style-type: none"> <li>• Can name and describe common features of the home and school environments from first hand observations (eg: playground, garden)</li> </ul>		

### History Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<b>Chronological understanding</b>	<b>Chronological understanding</b>	<b>Chronological understanding</b>
<ul style="list-style-type: none"> <li>• Recognise the distinction between past and present</li> <li>• Sequence events in their life</li> <li>• Order dates from earliest to latest on simple timelines</li> <li>• Sequence pictures and objects from different periods of time</li> <li>• Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>• Use words and phrases such as: old, new/young, before, past, days and months</li> </ul>		



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Knowledge and understanding of events, people and changes in the past	Knowledge and understanding of events, people and changes in the past	Knowledge and understanding of events, people and changes in the past
		Explorers of the past and Neil Armstrong over time
<b>Local and National History</b>	<b>Local and National History</b>	<b>Local and National History</b>
	<ul style="list-style-type: none"> <li>• Can explain why people in the past came to Ascot (e.g. horse racing)</li> <li>• Can explain the Queen’s interest and Royal Ascot</li> </ul>	
<b>Historical interpretation and enquiry skills</b>	<b>Historical interpretation and enquiry skills</b>	<b>Historical interpretation and enquiry skills</b>
<ul style="list-style-type: none"> <li>• Start to compare two versions of a past event</li> <li>• Begin to identify different ways to represent the past (e.g photos, stories, adults talking about the past)</li> <li>• Use as wide a range of sources as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and use pictures, photographs and artefacts to find out about the past</li> <li>• Use as wide a range of sources as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Use stories to encourage children to distinguish between fact and fiction</li> <li>• Find answers to simple questions about the past from sources of information e.g. artefacts</li> <li>• Use as wide a range of sources as possible</li> </ul>
<b>Methods of organisation and presentation</b>	<b>Methods of organisation and presentation</b>	<b>Methods of organisation and presentation</b>
<ul style="list-style-type: none"> <li>• Communicate their knowledge through:</li> <li>• Discussion</li> <li>• The use of a time line (3D with objects/sequential pictures)</li> <li>• Drawing pictures</li> <li>• Drama/role play</li> <li>• Writing</li> <li>• Using ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through:</li> <li>• Discussion</li> <li>• The use of a time line (3D with objects/sequential pictures)</li> <li>• Drawing pictures</li> <li>• Drama/role play</li> <li>• Writing</li> <li>• Using ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through:</li> <li>• Discussion</li> <li>• The use of a time line (3D with objects/sequential pictures)</li> <li>• Drawing pictures</li> <li>• Drama/role play</li> <li>• Writing</li> <li>• Using ICT</li> </ul>



Music Learning Objectives:

Autumn Term:		Spring Term:	Summer Term:
All about me	Fairy tales	Under the sea	Superheroes
Skills		Skills	Skills
<ul style="list-style-type: none"> <li>Recognising and understanding the difference between pulse and rhythm.</li> <li>Describing the character, mood, or 'story' of the music they listen to (verbally or through movement).</li> <li>Listening to and repeating short, simple rhythmic patterns.</li> <li>Listening and responding to other performers by playing as part of a group.</li> <li>Combining instrumental and vocal sounds within a given structure.</li> <li>Using their voices expressively to speak and chant.</li> <li>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.</li> <li>Copying back short rhythmic and melodic phrases on percussion instruments</li> </ul>		<ul style="list-style-type: none"> <li>Recognising and understanding the difference between pulse and rhythm.</li> <li>Understanding that different types of sounds are called timbres.</li> <li>Recognising basic tempo, dynamic and pitch changes.</li> <li>Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</li> <li>Describing the differences between two pieces of music.</li> <li>Listening and responding to other performers by playing as part of a group.</li> <li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>Combining instrumental and vocal sounds within a given structure.</li> <li>Creating simple melodies using a few notes.</li> <li>Choosing dynamics, tempo and timbre for a piece of music.</li> <li>Copying back short rhythmic and melodic phrases on percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising basic tempo, dynamic and pitch changes.</li> <li>Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</li> <li>Describing the differences between two pieces of music.</li> <li>Expressing a basic opinion about music (like/dislike).</li> <li>Listening and responding to other performers by playing as part of a group.</li> <li>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>Creating simple melodies using a few notes.</li> <li>Choosing dynamics, tempo and timbre for a piece of music.</li> <li>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> </ul>



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	<ul style="list-style-type: none"> <li>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance</li> </ul>	
<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>To know that rhythm means a pattern of long and short notes.</li> <li>To know that pulse is the regular beat that goes through music.</li> <li>To understand that the pulse of music can get faster or slower.</li> <li>To know that a piece of music can have more than one section, e.g. a verse and a chorus.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that pitch means how high or low a note sounds.</li> <li>To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</li> <li>To know that music has layers called 'texture'.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that tempo can be used to represent mood or help tell a story.</li> <li>To understand that 'tuned' instruments play more than one pitch of notes.</li> <li>To know that following a leader when we perform helps everyone play together accurately.</li> </ul>
Skills	Skills	Skills
<ul style="list-style-type: none"> <li>Recognising and understanding the difference between pulse and rhythm.</li> <li>Understanding that different types of sounds are called timbres.</li> <li>Recognising basic tempo, dynamic and pitch changes.</li> <li>Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</li> <li>Describing the differences between two pieces of music.</li> <li>Listening to and repeating short, simple rhythmic patterns.</li> <li>Listening and responding to other performers by playing as part of a group.</li> </ul>		



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<ul style="list-style-type: none"> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Combining instrumental and vocal sounds within a given structure.</li> <li>• Choosing dynamics, tempo and timbre for a piece of music.</li> <li>• Using their voices expressively to speak and chant.</li> <li>• Copying back short rhythmic and melodic phrases on percussion instruments.</li> <li>• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> </ul>		
Knowledge	Knowledge	Knowledge
<ul style="list-style-type: none"> <li>• To know that an instrument or rhythm pattern can represent a character in a story.</li> <li>• To know that my voice can create different timbres to help tell a story.</li> <li>• To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</li> </ul>		

### Art Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
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Skills	Skills	Skills
<ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• Use drawing to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• Use painting to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• Use sculpture to develop and share their ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>
<b>Exploring &amp; developing ideas</b>	<b>Exploring &amp; developing ideas</b>	<b>Exploring &amp; developing ideas</b>
<ul style="list-style-type: none"> <li>• Use imagination to explore ideas and develop creative work</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>• Describe what can be seen and give an opinion about the work of an artist</li> <li>• Ask questions about a piece of art – using vocabulary specific to skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use imagination to explore ideas and develop creative work</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>• Describe what can be seen and give an opinion about the work of an artist</li> <li>• Ask questions about a piece of art – using vocabulary specific to skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use imagination to explore ideas and develop creative work</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>• Describe what can be seen and give an opinion about the work of an artist</li> <li>• Ask questions about a piece of art – using vocabulary specific to skills</li> </ul>
<b>Evaluating and developing</b>	<b>Evaluating and developing</b>	<b>Evaluating and developing</b>
<ul style="list-style-type: none"> <li>• Develop sketch books</li> <li>• Develop artistic/visual vocabulary to discuss work</li> <li>• Begin to suggest improvements to own work</li> <li>• Experiment with a wider range of materials</li> <li>• Present work in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Develop sketch books</li> <li>• Develop artistic/visual vocabulary to discuss work</li> <li>• Begin to suggest improvements to own work</li> <li>• Experiment with a wider range of materials</li> <li>• Present work in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>• Develop sketch books</li> <li>• Develop artistic/visual vocabulary to discuss work</li> <li>• Begin to suggest improvements to own work</li> <li>• Experiment with a wider range of materials</li> <li>• Present work in a variety of ways</li> </ul>



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<p style="text-align: center;"><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Using a pencil to create lines – straight and curved – to sketch from observation</li> <li>To be confident at using a pencil to create lines of different thickness in drawings</li> <li>Mood\creation in sketches – self portraits</li> </ul>	<p style="text-align: center;"><b>Drawing</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p style="text-align: center;"><b>Drawing</b></p> <ul style="list-style-type: none"> <li></li> </ul>
<p style="text-align: center;"><b>Painting</b></p>	<p style="text-align: center;"><b>Painting</b></p> <ul style="list-style-type: none"> <li>select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques</li> <li>Know the names of the primary and secondary colours.</li> <li>Know how to associate colours with different moods</li> <li>- colour wheel creation</li> </ul>	<p style="text-align: center;"><b>Painting</b></p>
<p style="text-align: center;"><b>sculpture</b></p>	<p style="text-align: center;"><b>sculpture</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p style="text-align: center;"><b>sculpture</b></p> <ul style="list-style-type: none"> <li>Experiment with different materials/textures to create an original piece</li> <li>Weave in a simple loom and build constructed textile surfaces</li> </ul>
<p style="text-align: center;"><b>Printing</b></p> <ul style="list-style-type: none"> <li>Experiment with different materials – different shapes/bases to create different effects in their work.</li> <li>Explore and create patterns and textures with an extended range of found materials - e.g.</li> <li>sponges, leaves</li> </ul>	<p style="text-align: center;"><b>Printing</b></p> <ul style="list-style-type: none"> <li>Experiment with different materials – different shapes/bases to create different effects in their work.</li> <li>Explore and create patterns and textures with an extended range of found materials - e.g.</li> <li>sponges, leaves</li> </ul>	<p style="text-align: center;"><b>Printing</b></p> <ul style="list-style-type: none"> <li>Experiment with different materials – different shapes/bases to create different effects in their work.</li> <li>Explore and create patterns and textures with an extended range of found materials - e.g.</li> <li>sponges, leaves</li> </ul>



<ul style="list-style-type: none"> <li>Demonstrate most techniques, e.g. rolling, pressing, stamping and rubbing</li> </ul>	Demonstrate most techniques, e.g. rolling, pressing, stamping and rubbing	Demonstrate most techniques, e.g. rolling, pressing, stamping and rubbing
Textiles	Textiles	Textiles
		<ul style="list-style-type: none"> <li>Experiment with different materials/textures to create an original piece</li> <li>Weave in a simple loom and build constructed textile surfaces</li> </ul>

DT Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<b>Textiles</b>	<b>Structure</b>	<b>Food</b>
<b>Design</b>	<b>Design</b>	<b>Design</b>
<ul style="list-style-type: none"> <li>Generate ideas and explain what they are going to do.</li> <li>Identify who they intend to design and make a product for.</li> <li>Model ideas in card and paper.</li> <li>Build on ideas from</li> <li>Research and investigation.</li> <li>Work in a safe and hygienic manner</li> </ul>	<ul style="list-style-type: none"> <li>Generate ideas and explain what they are going to do.</li> <li>Identify who they intend to design and make a product for.</li> <li>Model ideas in card and paper.</li> <li>Build on ideas from</li> <li>Research and investigation.</li> <li>Work in a safe and hygienic manner</li> </ul>	<ul style="list-style-type: none"> <li>Generate ideas and explain what they are going to do.</li> <li>Identify who they intend to design and make a product for.</li> <li>Model ideas in card and paper.</li> <li>Build on ideas from</li> <li>Research and investigation.</li> <li>Work in a safe and hygienic manner</li> </ul>
<b>Make</b>	<b>Make</b>	<b>make</b>
<ul style="list-style-type: none"> <li>Explain what I'm making and why</li> <li>Consider what I need to do next</li> <li>Select tools/equipment to cut, shape, join, finish and explain choices</li> <li>Measure, mark out, cut and shape, with support</li> <li>Choose suitable materials and explain choices</li> <li>Try to use finishing techniques to make product look good</li> </ul>	<ul style="list-style-type: none"> <li>Explain what I'm making and why</li> <li>Consider what I need to do next</li> <li>Select tools/equipment to cut, shape, join, finish and explain choices</li> <li>Measure, mark out, cut and shape, with support</li> <li>Choose suitable materials and explain choices</li> <li>Try to use finishing techniques to make product look good</li> </ul>	<ul style="list-style-type: none"> <li>Explain what I'm making and why</li> <li>Consider what I need to do next</li> <li>Select tools/equipment to cut, shape, join, finish and explain choices</li> <li>Measure, mark out, cut and shape, with support</li> <li>Choose suitable materials and explain choices</li> <li>Try to use finishing techniques to make product look good</li> </ul>



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<ul style="list-style-type: none"> <li>Work in a safe and hygienic manner</li> </ul>	Work in a safe and hygienic manner	Work in a safe and hygienic manner
<b>Evaluate</b>		
<ul style="list-style-type: none"> <li>Talk about my work, linking it to what I was asked to do</li> <li>Talk about existing products considering: use, materials, how they work, audience, where they might be used</li> <li>Talk about existing products, and say what is and isn't good</li> <li>Talk about things that other people have made</li> <li>Begin to talk about what could make product better</li> </ul>	<ul style="list-style-type: none"> <li>Talk about my work, linking it to what I was asked to do</li> <li>Talk about existing products considering: use, materials, how they work, audience, where they might be used</li> <li>Talk about existing products, and say what is and isn't good</li> <li>Talk about things that other people have made</li> </ul> <p>Begin to talk about what could make product better</p>	<ul style="list-style-type: none"> <li>Talk about my work, linking it to what I was asked to do</li> <li>Talk about existing products considering: use, materials, how they work, audience, where they might be used</li> <li>Talk about existing products, and say what is and isn't good</li> <li>Talk about things that other people have made</li> </ul> <p>Begin to talk about what could make product better</p>

### RE Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<b>1. Community; baptism; the Golden Rule</b>	<b>1. Creation, God, Christianity, Judaism</b>	<b>1. Christianity; Judaism; Old Testament; Moral stories; God; Faith</b>
<p><b>Skill</b> explore how and why people choose to belong to groups and religions and the difference that makes to their lives.</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>retell simply the parables of the Lost Coin and the Lost Sheep</li> <li>recognise that parables are stories with meaning;</li> </ul>	<p><b>Skill</b> to understand Christian and or Jewish beliefs about Creation and the character of God</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>learn the Creation story from Genesis 1 and be able to retell it in order;</li> <li>know the Phrase "And God saw that it was good"</li> <li>know that most Christians believe that this teaches them that God is Creator</li> </ul>	<p><b>Skill</b> explore some Old Testament stories and find what can be learned from them</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will recognise which of the stories they have heard have a religious significance and will be able to say one thing that they or others learn from the story.</li> </ul>



<ul style="list-style-type: none"> <li>recognise the sacrament of baptism as a ceremony of belonging;</li> <li>describe the key events of the ceremony;</li> <li>know the basic meaning of the baptism symbols;</li> <li>know that these stories and the ceremony are Christian and be able to identify that other religions may have different ways of expressing belonging;</li> <li>know the Golden Rule and be able to identify some ways in which these ideas are connected; they will have an understanding of the concept of community and belonging</li> </ul>	<ul style="list-style-type: none"> <li>know that many of the other attributes of God– power might, love, kindness e.g. are also shown by the story of creation</li> <li>understand that Christians believe that the created world reflects the glory of God and they will know some phrases from the Psalms that show that</li> <li>comment on the beauty of the world and begin to make a connection between that and Christian views of God</li> <li>know that Christians and Jews believe that God made mankind and that he made them able to create as well and has a special relationship with them.</li> <li>know some other passages that show that God cares for his creation (e.g. the bit about two sparrows Matthew 10:29/Luke 12:6 or the lilies of the field Matthew 6:28/Luke 12:27)</li> </ul>	<ul style="list-style-type: none"> <li>identify and order key events from one of the stories and talk about what they like or dislike about the story or the characters in the story.</li> </ul>
<p><b>2. Christianity; Harvest; Christmas; Judaism; Sukkot; Giving thanks</b></p>	<p><b>2. Christianity; Easter; Leaders; Rabbi; Vicar</b></p>	<p><b>2.Judaism; Sacred space; Synagogue</b></p>
<p><b>Skill</b> explore and compare reasons for celebrating Harvest and Christmas</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>learn that not everyone celebrates the same festivals</li> <li>learn that the celebration of Harvest is a fairly new Christian festival, focused on thanksgiving for the food that we have and</li> </ul>	<p><b>Skill</b> explore the reasons why people follow Jesus, with reference to the Easter story</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>know the story of the crowds following Jesus on Palm Sunday at his entry into Jerusalem</li> <li>learn the stories of the two or three of the disciples and why they followed Jesus, especially in the calling of the first disciples</li> </ul>	<p><b>Skill</b> explore the significance and role of the synagogue for Jews; become aware of the role of the home for Jews</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils will recognise a synagogue and be able to identify the key features and how they are used.</li> <li>talk about how the synagogue is important to Jewish people and compare it to a place that is special to them or others.</li> </ul>



# Curriculum Map 2022-23

## Year 1

<p>showing concern for the wider world where there is not enough food.</p> <ul style="list-style-type: none"> <li>• learn that giving thanks for things is a shared human experience</li> <li>• learn the basic stories of Cain and Abel and Noah</li> <li>• learn the basic story of the Exodus</li> <li>• describe the key features of Sukkot and the key features of Christmas as understood by Christians.</li> <li>• know that the 4 spices are symbolic, but may not remember all the details</li> <li>• know that Christmas is a Christian festival and that Sukkot is a Jewish festival</li> <li>• know that Jewish people do not celebrate Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>• know that the teaching of Jesus encouraged the crowd to follow him but that his teaching also made some people dislike him</li> <li>• identify the types of people that followed and those that wanted to kill him.</li> <li>• outline understanding of the rest of the Easter story – last supper, trial &amp; crucifixion</li> <li>• identify other leaders in the Easter story – e.g. the High Priest</li> <li>• know that many people follow Jesus today</li> <li>• Explore the life of someone who follows Jesus and the difference that it makes</li> <li>• Establish that there are lots of different leaders</li> <li>• identify at least 6 qualities that make a good leader</li> <li>• identify some people who are leaders today in the world and in their own communities.</li> </ul>	<ul style="list-style-type: none"> <li>• If they are familiar with another place of worship (church, synagogue, mandir or Gurdwara e.g.) they may be able to say what is similar.</li> </ul>
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### PE Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none"> <li>• Invasion games</li> <li>• Rugby/football</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion games</li> <li>• Netball/hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Striking and fielding games</li> </ul>
<ul style="list-style-type: none"> <li>• Explore different ways using a ball (A&amp;D)</li> <li>• Explore ways to send a ball or other equipment</li> <li>• Retrieve and stop a ball using different parts of the body. (A&amp;D)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore different ways using a ball (A&amp;D)</li> <li>• Explore ways to send a ball or other equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on technique on striking a ball with control when shown.</li> <li>• Focus on technique on fielding a ball using under and over arm throwing.</li> </ul>



# Curriculum Map 2022-23

## Year 1

<ul style="list-style-type: none"> <li>• Play a variety of running and avoiding games.</li> <li>• Participate in simple team games (1v1, 2v2)</li> <li>• Develop simple attacking and defending techniques (A&amp;D)</li> <li>• Pass and receive a ball in different ways with increased control. (S&amp;A)</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and stop a ball using different parts of the body. (A&amp;D)</li> <li>• Play a variety of running and avoiding games.</li> <li>• Participate in simple team games (1v1, 2v2)</li> <li>• Develop simple attacking and defending techniques (A&amp;D)</li> <li>• Pass and receive a ball in different ways with increased control. (S&amp;A)</li> </ul>	<ul style="list-style-type: none"> <li>• Able to play simple games in small groups, applying rules and skills that have been taught.</li> <li>• (cricket, rounders)</li> </ul>
<p style="text-align: center;">• <b>multi-skills/badminton</b></p>	<p style="text-align: center;">• <b>gymnastics/dance</b></p>	<p style="text-align: center;">• <b>Rounders/athletics and swimming</b></p>
<ul style="list-style-type: none"> <li>• Children will be taught how to use their bodies to:</li> <li>• Sprint 30m within 9 seconds</li> <li>• Jump for height 10cm</li> <li>• Jump for distance 60cm</li> <li>• Leap hurdles over 30m within 10secs</li> <li>• Overarm throw 10m</li> <li>• Chest push 3m</li> <li>• Run for longer distance 100m within 2m</li> <li>• Participate in Sports day</li> </ul>	<ul style="list-style-type: none"> <li>• Learn a variety of basic gymnastic movements</li> <li>• Be still in different body shapes and balances and combine different ways of travelling. (A&amp;D)</li> <li>• Move between mats and small apparatus and change the speed of movement.</li> <li>• Handle apparatus safely</li> <li>• Recognise how it feels when the body is tense in a balance.</li> <li>• Develop balance, agility, co-ordination of travelling, stillness, jumping, changing shape, direction and size. (A&amp;D)</li> <li>• Learn basic movements relating to feelings.</li> <li>• Learn what makes a good start and finish position in sequence.</li> <li>• Learn how to move their bodies in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stage 2</b></li> <li>• Jump in from Poolside safely.</li> <li>• Blow bubbles a minimum of 3 rhythmically with nose and mouth submerged.</li> <li>• Regain upright position from the back without support.</li> <li>• Regain an upright position from the front with support.</li> <li>• Push from wall and glide on the back.</li> <li>• Push from wall and glide on the front.</li> <li>• Travel on the back for 5m, aids or equipment may be used.</li> <li>• Travel on the front for 5m, aids or equipment may be used.</li> <li>• Children will be taught how to use their bodies to:</li> <li>• Sprint 30m within 9 seconds</li> <li>• Jump for height 10cm</li> <li>• Jump for distance 60cm</li> <li>• Leap hurdles over 30m within 10secs</li> </ul>



# Curriculum Map 2022-23

## Year 1

	<ul style="list-style-type: none"> <li>• Respond to different music showing a range of emotions and stimulus.</li> <li>• Perform dance movements and simple sequences using simple movement patterns.</li> <li>• Be taught to remember and perform short dance routines to other children</li> </ul>	<ul style="list-style-type: none"> <li>• Overarm throw 10m</li> <li>• Chest push 3m</li> <li>• Run for longer distance 100m within 2m</li> <li>• Participate in Sports day</li> </ul>
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### Computing

#### Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Recognise common uses of information technology beyond school</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>		





# Curriculum Map 2022-23

## Year 1

Knowledge	Knowledge	Knowledge
<ul style="list-style-type: none"> <li>• Children understand what is meant by technology and can identify a variety of examples both in and out of school.</li> <li>• They can make a distinction between objects that use modern technology and those that do not e.g. a microwave v a chair</li> <li>• Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons.</li> <li>• Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</li> </ul>		
Computer science 1.2 1.4 1. 5 1.7	Computer science	Computer science
Skills	Skills	Skills
<ul style="list-style-type: none"> <li>• Understand what algorithms are how they are implemented as programs on digital devices</li> </ul>	<ul style="list-style-type: none"> <li>• programs execute by following precise and unambiguous instructions</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> </ul>	
Knowledge	Knowledge	Knowledge



# Curriculum Map 2022-23

## Year 1

<ul style="list-style-type: none"> <li>Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective</li> <li>They know that a computer program turns an algorithm into code that the computer can understand</li> </ul>	<ul style="list-style-type: none"> <li>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program.</li> <li>Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program</li> </ul>	
<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
Create and debug simple programs.		
<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity.</li> <li>Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2code</li> </ul>		
<b>Information technology</b>	<b>Information technology</b>	<b>Information technology 1.3.1.6.1.8</b>
<b>Skills</b>	<b>Skills</b>	<b>skill</b>
		<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>



# Curriculum Map 2022-23

## Year 1

Knowledge	Knowledge	Knowledge
		<ul style="list-style-type: none"> <li>Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources</li> <li>use Purple Mash 2Quiz example (sorting shapes),</li> <li>2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count</li> </ul>

### PSHE Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
Family and relationships	Safety and the changing body	Economic well being
skills	skills	skills
<ul style="list-style-type: none"> <li>Exploring how families are different to each other.</li> <li>Exploring how friendship problems can be overcome.</li> <li>Exploring friendly behaviours.</li> <li>Recognising how other people show their feelings.</li> <li>Identifying ways we can care for others when they are sad.</li> </ul>	<ul style="list-style-type: none"> <li>Practising what to do if I get lost.</li> <li>Identifying hazards that may be found at home.</li> <li>Understanding people's roles within the local community that help keep us safe.</li> <li>Learning what is and is not safe to put in or on our bodies.</li> <li>Practising making an emergency phone call.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing how to keep money safe.</li> <li>Discussing what to do if we find money.</li> <li>Exploring choices people make about money.</li> <li>Developing an understanding of how banks work</li> </ul>



# Curriculum Map 2022-23

# Year 1

<ul style="list-style-type: none"> <li>Exploring the ability to successfully work with different people.</li> </ul>		
<b>knowledge</b>	<b>knowledge</b>	<b>knowledge</b>
<ul style="list-style-type: none"> <li>To understand that families look after us.</li> <li>To know some words to describe how people are related (e.g. aunty, cousin, etc.)</li> <li>To know that some information about me and my family is personal.</li> <li>To understand some characteristics of a positive friendship.</li> <li>To understand that friendships can have problems but that these can be overcome.</li> <li>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</li> </ul>	<ul style="list-style-type: none"> <li>To know that some types of physical contact are never appropriate.</li> <li>To know what to do if I get lost.</li> <li>To know that a hazard is something which could cause an accident or injury.</li> <li>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</li> <li>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</li> <li>To know that emergency services are the police, fire service and the ambulance service</li> </ul>	<ul style="list-style-type: none"> <li>To know that coins and notes have different values.</li> <li>To know some of the ways children may receive money.</li> <li>To know that it is wrong to steal money.</li> <li>To know that banks are places where we can store our money.</li> <li>To know some jobs in school.</li> <li>To know that different jobs need different skills</li> </ul>
<b>Health and well being</b>	<b>Citizenship</b>	<b>Transition</b>
Skills	skills	skills
<ul style="list-style-type: none"> <li>Learning how to wash my hands properly.</li> <li>Learning how to deal with an allergic reaction.</li> <li>Exploring positive sleep habits.</li> <li>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</li> <li>Exploring health-related jobs and people who help look after our health.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising why rules are necessary.</li> <li>Discussing how to meet the needs of different pets.</li> <li>Exploring the differences between people.</li> <li>Recognising the groups that we belong to</li> </ul>	<p>To understand their own strengths and to prepare for their move to a new class</p>



# Curriculum Map 2022-23

# Year 1

<ul style="list-style-type: none"> <li>Identifying personal strengths and qualities.</li> <li>Identifying different ways to manage feelings.</li> </ul>		
<p><b>knowledge</b></p>	<p><b>knowledge</b></p>	
<ul style="list-style-type: none"> <li>To understand we can limit the spread of germs by having good hand hygiene.</li> <li>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</li> <li>To know that certain foods and other things can cause allergic reactions in some people.</li> <li>To know that sleep helps my body to repair itself, to grow and restores my energy.</li> <li>To know that strengths are things we are good at.</li> <li>To know that qualities describe what we are like.</li> <li>To know the words to describe some positive and negative emotions</li> </ul>	<ul style="list-style-type: none"> <li>To know the rules in school.</li> <li>To know that different pets have different needs.</li> <li>To understand the needs of younger children and that these change over time.</li> <li>To know that voting is a fair way to make a decision.</li> <li>To understand that people are all different</li> </ul>	<ul style="list-style-type: none"> <li>I understand that everyone has different strengths</li> <li>I can explain some of the skills I have developed in Year 1</li> <li>I can identify positives and challenges of moving to a new class</li> </ul>