



# Curriculum Map 2024-25

## Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic						
<b>Science</b>	Seasonal Changes	Everyday materials	Everyday materials	Comparing animals	Introduction to plants	Investigating science through stories
<b>Computing</b>	Computing systems and networks – Improving mouse skills	Programming 1 – Algorithms unplugged	Creating media – Digital imagery	Programming 2 – Bee-Bot/Virtual Bee-Bot	Online safety Online safety Y1	
<b>History</b>		How am I making history?		How have toys changed?		How have explorers changed the world?
<b>Geography</b>	What is it like here?		What is the weather like in the UK?		What is it like to live in Shanghai?	
<b>DT</b>		Textiles - Puppets		Structures – Constructing a windmill		Cooking and Nutrition - Smoothies Mechanisms Wheels and axels
<b>Art</b>	Drawing: Make your mark		Sculpture and 3D: Paper play		Painting and mixed media: Colour splash	
<b>RE</b>	Everybody special	Celebrating harvest or Christmas	Creation and God	Following Jesus	Bible stories	Special places
<b>Music</b>	Pulse and rhythm (Theme: All about me)	Tempo (Theme: Snail and mouse)	Musical vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairytales)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the sea)
<b>PE</b>	Invasion games Rugby/football	Multi-skills/badminton	Invasion games Netball/hockey	Gymnastics/dance	Striking and fielding games	Rounders /athletics and swimming
<b>PSHE</b>	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Transition



## Science Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<p><b>Working Scientifically:</b></p> <p><b>Posing questions</b> Exploring the world around them and raising their own simple questions.</p> <p><b>Predicting</b> Suggesting what might happen, often justifying with personal experience.</p> <p><b>Observing (qualitative data)</b> Using their senses to describe, in simple terms, what they notice or what has changed.</p> <p><b>Measuring (quantitative data)</b> Beginning to use simple measuring equipment to make approximate measurements.</p> <p><b>Recording (tables)</b> Using a prepared table to record tally frequency.</p> <p><b>Graphing</b> Representing data using pictograms.</p> <p><b>Analysing and drawing conclusions</b> Using their results to answer simple questions</p>	<p><b>Working Scientifically:</b></p> <p><b>Observing</b> Using their senses to describe, in simple terms, what they notice or what has changed.</p> <p><b>Measuring</b> Using non-standard units to measure and compare.</p> <p><b>Recording (diagrams)</b> Drawing and labelling simple diagrams.</p> <p><b>Recording (tables)</b> Using a prepared table to record results including numbers and simple observations.</p> <p><b>Grouping and classifying</b> Grouping based on visible characteristics.</p> <p><b>Analysing and drawing conclusions</b> Using their results to answer simple questions</p>	<p><b>Working Scientifically:</b></p> <p><b>Posing questions</b> Exploring the world around them and raising their own simple questions. Recognising there are different types of enquiry (ways to answer a question). Responding to suggestions on how to answer questions.</p> <p><b>Planning</b> Ordering a simple method.</p> <p><b>Predicting</b> Suggesting what might happen, often justifying with personal experience.</p> <p><b>Observing</b> Using their senses to describe, in simple terms, what they notice or what has changed.</p> <p><b>Measuring (quantitative data)</b> Using non-standard units to measure and compare.</p> <p><b>Researching</b> Gathering specific information from one simplified, specified source.</p> <p><b>Recording (diagrams)</b> Drawing and labelling simple diagrams.</p> <p><b>Recording (tables)</b> Using a prepared table to record results including: Numbers; simple observations.</p> <p><b>Grouping and classifying</b> Grouping based on visible characteristics.</p> <p><b>Analysing and drawing conclusions</b> Using their results to answer simple questions. Beginning to recognise when results or observations do not match their predictions.</p>



Autumn Term:	Spring Term:	Summer Term:
<p><b>Forces, Earth and Space</b> <b>Seasonal changes (6 lessons)</b> Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and our choices about outfits. They plan and carry out their own weather reports, considering the knowledge required for this job.</p> <p><b>Materials</b> <b>Everyday materials (6 lessons)</b> Identifying the difference between objects and materials, children explore their surroundings to find examples of each. They work scientifically by planning tests, making observations and recording data. Pupils use results to answer questions and sort and group materials based on their properties.</p>	<p><b>Animals, including humans</b> <b>Sensitive bodies (6 lessons)</b> Familiarising themselves with the basic parts of the human body, children investigate their senses through stimulating experiences that highlight how we interact with the world around us. They work scientifically, using their senses to make observations, spot patterns and use data to answer questions. They develop an understanding of how science can support those who have lost sensory function and consider how firefighters use their senses at work.</p> <p><b>Comparing animals (6 lessons)</b> Studying both local and global animals, children recognise common characteristics and physical features. They use this information to make comparisons and classify animals. Pupils consider the most effective way to collect data about class pets and record their findings in a block chart. They develop their understanding of classification by comparing the dietary habits of different animals and role. play as Jane Goodall carrying out research into chimpanzees in the wild.</p>	<p><b>Plants</b> <b>Introduction to plants (6 lessons)</b> Venturing outside, children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and draw and label diagrams of flowers. Children closely observe leaves and sort them into groups based on their appearance. They use non-standard units to measure leaf length and record their observations in a table. Pupils investigate if beans need water for growth and identify edible plant parts.</p> <p><b>Making connections</b> <b>Investigating science through stories (5 lessons)</b> Using picture books and hands-on outdoor activities, children broaden their understanding of plants and animals. They gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. They identify animals by closely observing footprints and construct waterproof animal homes with natural materials. Pupils sort birds according to their diet and seek patterns in their physical characteristics.</p>



Autumn Term:		Spring Term:		Summer Term:	
Key Vocabulary – Science					
<b>Seasonal changes</b> <ul style="list-style-type: none"><li>conclusion</li><li>data</li><li>deciduous tree</li><li>evergreen tree</li><li>pictogram</li><li>predict</li><li>record</li><li>season</li><li>sunrise</li><li>sunset</li><li>symbol</li><li>temperature</li><li>thermometer</li><li>weather</li></ul>	<b>Everyday materials</b> <ul style="list-style-type: none"><li>absorbent</li><li>data</li><li>fabric</li><li>glass</li><li>group</li><li>material</li><li>metal</li><li>object</li><li>opaque</li><li>plastic</li><li>property</li><li>rock</li><li>tough</li><li>transparent</li><li>waterproof</li><li>wood</li></ul>	<b>Sensitive bodies</b> <ul style="list-style-type: none"><li>action</li><li>bitter</li><li>blind</li><li>body</li><li>compare</li><li>data</li><li>direction</li><li>distance</li><li>feeling</li><li>group</li><li>hearing</li><li>investigation</li><li>loud</li><li>obstacle</li><li>pattern</li><li>quiet</li><li>research</li><li>salty</li><li>sense</li><li>senses</li><li>sensitive</li><li>sight</li><li>smell</li><li>sour</li><li>sweet</li><li>taste</li><li>touch</li></ul>	<b>Comparing animals</b> <ul style="list-style-type: none"><li>amphibian</li><li>bird</li><li>block chart</li><li>body</li><li>carnivore</li><li>compare</li><li>data</li><li>diet</li><li>differences</li><li>feature</li><li>fish</li><li>group</li><li>herbivore</li><li>hunt</li><li>mammal</li><li>observe</li><li>omnivore</li><li>pet</li><li>record</li><li>reptile</li><li>research</li><li>scientist</li><li>similarities</li><li>tally</li></ul>	<b>Introduction to plants</b> <ul style="list-style-type: none"><li>data</li><li>deciduous</li><li>diagram</li><li>edible</li><li>evergreen</li><li>feature</li><li>fruit</li><li>flower</li><li>garden plants</li><li>grouping</li><li>growth</li><li>investigation</li><li>leaf</li><li>measure</li><li>observe</li><li>plant</li><li>prediction</li><li>roots</li><li>research</li><li>seed</li><li>shoot</li><li>stem</li><li>trunk</li><li>wild plants</li></ul>	<b>Investigating science through stories</b> <ul style="list-style-type: none"><li>amphibian</li><li>bird</li><li>carnivore</li><li>compare</li><li>data</li><li>diet</li><li>difference</li><li>feature</li><li>fish</li><li>group</li><li>herbivore</li><li>hunt</li><li>life cycle</li><li>mammal</li><li>material</li><li>measure</li><li>natural</li><li>object</li><li>omnivore</li><li>pattern</li><li>predict</li><li>property</li><li>reptile</li><li>season</li><li>similarity</li><li>test</li><li>trunk</li><li></li></ul>



## Computing Learning Objectives:

Autumn Term:		Spring Term:		Summer Term:	
<b>Computing systems and networks – Improving mouse skills</b> Use computers more purposefully Log in and navigate around a computer Drag, drop, click and control a cursor using a mouse Use software tools to create art on the computer	<b>Programming 1 – Algorithms unplugged</b> Explain what an algorithm is. Write clear algorithms.  Follow an algorithm. Explain what inputs and outputs are. Create an achievable program. Decompose a design into steps. Identify bugs in an algorithm and how to fix them.	<b>Creating media – Digital imagery</b>  Plan a pictorial story using photographic images in sequence. Explain how to take clear photos. Take photos using a device. Edit photos by cropping, filtering and resizing. Search for and import images from the internet. Explain what to do if something makes them uncomfortable online. Organise images on the page, orientating where necessary.	<b>Programming 2 – Bee-Bot/Virtual Bee-Bot</b>  Recognise cause and effect when pressing buttons on a Bee-Bot. Discuss and demonstrate how the Bee-Bot works. Record video, ensuring everyone is in the shot. Give several clear instructions in sequence. Program a Bee-Bot to reach a destination. Identify and correct mistakes in their programming.	<b>Online safety - Online safety Y1</b>  Discuss what the internet is and how it can be used. Recognise that the internet may affect mood or emotions. Recognise how internet use can affect and upset others. Identify which information is appropriate to share and post online and which is not.	
<b>Key Vocabulary – Computing</b>					
• account	• algorithm	• clear	• algorithm	• app	



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<ul style="list-style-type: none"> <li>• click</li> <li>• clipart</li> <li>• computer</li> <li>• drag</li> <li>• drag and drop</li> <li>• duplicate</li> <li>• fill</li> <li>• image</li> <li>• layers</li> <li>• left-click</li> <li>• log in</li> <li>• log off</li> <li>• mouse</li> <li>• password</li> <li>• predict</li> <li>• redo</li> <li>• resize</li> <li>• right-click</li> <li>• screen (monitor)</li> <li>• software</li> <li>• tool</li> <li>• username</li> <li>• undo</li> </ul>	<ul style="list-style-type: none"> <li>• artificial intelligence</li> <li>• bug</li> <li>• chunks</li> <li>• code</li> <li>• computer</li> <li>• debug</li> <li>• decompose</li> <li>• device</li> <li>• directions</li> <li>• input</li> <li>• instructions</li> <li>• manageable</li> <li>• order</li> <li>• organise</li> <li>• output</li> <li>• program</li> <li>• problem</li> <li>• solution</li> <li>• specific</li> <li>• tasks</li> <li>• virtual assistant</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• crop</li> <li>• delete</li> <li>• device</li> <li>• digital camera</li> <li>• download</li> <li>• drag and drop</li> <li>• edit</li> <li>• editing software</li> <li>• filter</li> <li>• image</li> <li>• import</li> <li>• internet</li> <li>• keyword</li> <li>• online</li> <li>• photograph</li> <li>• resize</li> <li>• save as</li> <li>• screen</li> <li>• search engine</li> <li>• sequence</li> <li>• software</li> <li>• storage space</li> <li>• visual effects</li> </ul>	<ul style="list-style-type: none"> <li>• Bee-Bot</li> <li>• code</li> <li>• debug</li> <li>• demonstration</li> <li>• explain</li> <li>• explore</li> <li>• filming</li> <li>• inputting</li> <li>• instructions</li> <li>• precise</li> <li>• predict</li> <li>• program</li> <li>• review</li> <li>• test</li> <li>• tinker</li> <li>• video</li> </ul>	<ul style="list-style-type: none"> <li>• appropriate</li> <li>• device</li> <li>• digital footprint</li> <li>• feelings</li> <li>• going online</li> <li>• in-person interactions</li> <li>• internet</li> <li>• kindness</li> <li>• offline activity</li> <li>• online activity</li> <li>• online experience</li> <li>• online interactions</li> <li>• online safety</li> <li>• personal information</li> <li>• pop-up</li> <li>• posting online</li> <li>• report</li> <li>• responsible digital citizen</li> <li>• screen time</li> <li>• sharing online</li> <li>• stranger</li> <li>• technology</li> <li>• trusted adult</li> <li>• unkind</li> <li>• website</li> </ul>	
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### History Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<b>How am I making history? (6 lessons)</b>  Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.	<b>How have toys changed? (6 lessons)</b>  Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	<b>How have explorers changed the world? (6 lessons)</b>  Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.
<b>Key Vocabulary</b>		
<ul style="list-style-type: none"><li>• celebrate</li><li>• celebration</li><li>• change</li><li>• childhood</li><li>• different</li><li>• event</li><li>• family</li><li>• future</li><li>• grandparent</li><li>• lifetime</li><li>• living memory</li><li>• memory</li><li>• now</li><li>• present</li></ul>	<ul style="list-style-type: none"><li>• artefact</li><li>• century</li><li>• decade</li><li>• different</li><li>• evidence</li><li>• historian</li><li>• living memory</li><li>• memory</li><li>• modern</li><li>• now</li><li>• past</li><li>• present</li><li>• remember</li><li>• sequence</li></ul>	<ul style="list-style-type: none"><li>• achievement</li><li>• beyond living memory</li><li>• coat of arms</li><li>• determination</li><li>• discovery</li><li>• equipment</li><li>• event</li><li>• exploration</li><li>• explorer</li><li>• historical significance</li><li>• living memory</li><li>• North Pole</li><li>• past</li><li>• present</li></ul>



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<ul style="list-style-type: none"><li>• past</li><li>• remember</li><li>• significant</li><li>• similar</li><li>• time capsule</li><li>• timeline</li></ul>	<ul style="list-style-type: none"><li>• similar</li><li>• source</li><li>• special</li></ul>	<ul style="list-style-type: none"><li>• qualities</li><li>• remember</li><li>• resilience</li><li>• solo</li><li>• timeline</li><li>• transport</li><li>• voyage</li><li>• yacht</li></ul>
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### Geography Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<b>What is it like here?</b>  Locating where they live on an aerial photograph and recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.	<b>What is the weather like in the UK?</b>  Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.	<b>What is it like to live in Shanghai?</b>  Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to





		features in the local area and make a simple map using data collected through fieldwork.
<b>Key Vocabulary</b>		
<ul style="list-style-type: none"> <li>• aerial photograph</li> <li>• aerial view</li> <li>• atlas</li> <li>• city</li> <li>• country</li> <li>• directional language</li> <li>• distance</li> <li>• features</li> <li>• globe</li> <li>• improve</li> <li>• key</li> <li>• land</li> <li>• locate</li> <li>• location</li> <li>• map</li> <li>• north</li> <li>• place</li> <li>• questionnaire</li> <li>• sea</li> <li>• survey</li> <li>• symbol</li> <li>• town</li> <li>• village</li> </ul>	<ul style="list-style-type: none"> <li>• atlas</li> <li>• capital city</li> <li>• climate</li> <li>• compass</li> <li>• continent</li> <li>• country</li> <li>• direction</li> <li>• east</li> <li>• land</li> <li>• locate</li> <li>• location</li> <li>• map</li> <li>• north</li> <li>• rain gauge</li> <li>• season</li> <li>• south</li> <li>• temperature</li> <li>• thermometer</li> <li>• weather</li> <li>• weather vane</li> <li>• west</li> </ul>	<ul style="list-style-type: none"> <li>• continent</li> <li>• country</li> <li>• different</li> <li>• directional language e.g. near, far, next to, behind, etc.</li> <li>• key</li> <li>• human feature</li> <li>• map</li> <li>• physical feature</li> <li>• similar</li> <li>• symbol</li> </ul>

**Design & Technology Learning Objectives:**

Autumn Term:	Spring Term:	Summer Term:	
<b>Textiles – Puppets</b>  Explore different ways of joining fabrics before creating hand puppets based upon characters from a well-known fairy-tale. Develop technical skills of cutting, gluing, stapling and pinning.	<b>Structures – Constructing a windmill</b>  Construct a windmill to complete a request from a user. Develop an understanding of different types of windmill, how they work and their key features. Begin to use technical skills such as making evenly spaced cuts and adding weight to ensure a successful structure.	<b>Cooking and Nutrition - Smoothies</b>  Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging.	<b>Mechanisms Wheels and axels</b>  Learn about the main components of a wheeled vehicle. Develop understanding of how wheels, axles and axle holders work; problem-solve why wheels won't rotate; to design and build their own vehicle designs.
<b>Key Vocabulary</b>			
<ul style="list-style-type: none"><li>• decorate</li><li>• design</li><li>• fabric</li><li>• glue</li><li>• model</li><li>• hand puppet</li><li>• safety pin</li><li>• staple</li><li>• stencil</li><li>• template</li></ul>	<ul style="list-style-type: none"><li>• axle</li><li>• base</li><li>• centre</li><li>• equal</li><li>• evaluate</li><li>• middle</li><li>• rotate</li><li>• rotor</li><li>• rotor blades</li><li>• sails</li><li>• same</li><li>• stable</li><li>• strong</li><li>• structure</li><li>• test</li><li>• weak</li></ul>	<ul style="list-style-type: none"><li>• compare</li><li>• cut</li><li>• design</li><li>• evaluate</li><li>• flavour</li><li>• fork</li><li>• fruit</li><li>• healthy</li><li>• ingredients</li><li>• juice</li><li>• juicer</li><li>• leaf</li><li>• plant</li><li>• recipe</li><li>• root</li><li>• seed</li></ul>	<ul style="list-style-type: none"><li>• axle</li><li>• axle holder</li><li>• chassis</li><li>• diagram</li><li>• dowel</li><li>• equipment</li><li>• mechanism</li><li>• wheel</li></ul>



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	<ul style="list-style-type: none"><li>• wind</li><li>• windmill</li></ul>	<ul style="list-style-type: none"><li>• select</li><li>• smoothie</li><li>• stem</li><li>• table knife</li><li>• taste</li><li>• tree</li><li>• vegetable</li><li>• vine</li></ul>	
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### Art Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<b>Drawing: Make your mark</b>  Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.	<b>Sculpture and 3D: Paper play</b>  Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.	<b>Painting and mixed media: Colour splash</b>  Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.
<b>Key Vocabulary</b>		
<ul style="list-style-type: none"><li>• 2D shape</li><li>• 3D shape</li><li>• abstract</li><li>• chalk</li><li>• charcoal</li><li>• circle</li><li>• continuous</li><li>• cross-hatch</li><li>• diagonal</li><li>• dots</li><li>• firmly</li><li>• form</li><li>• horizontal</li><li>• lightly</li><li>• line</li><li>• mark making</li><li>• narrative</li><li>• observe</li><li>• optical art</li><li>• pastel</li><li>• printing</li></ul>	<ul style="list-style-type: none"><li>• artist</li><li>• carving</li><li>• concertina</li><li>• curve</li><li>• cylinder</li><li>• imagine</li><li>• loop</li><li>• mosaic</li><li>• overlap</li><li>• sculpture</li><li>• spiral</li><li>• three dimensional (3D)</li><li>• tube</li><li>• zig-zag</li></ul>	<ul style="list-style-type: none"><li>• blend</li><li>• hue</li><li>• kaleidoscope</li><li>• pattern</li><li>• mix</li><li>• primary colour</li><li>• print</li><li>• secondary colour</li><li>• shade</li><li>• shape</li><li>• space</li><li>• texture</li><li>• thick</li></ul>



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<ul style="list-style-type: none"><li>• shade</li><li>• shadow</li><li>• straight</li><li>• texture</li><li>• vertical</li><li>• wavy</li></ul>		
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## Religious Studies 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 recognise that parables are stories with meaning;</li><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>	<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><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</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><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>



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	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)	
<b>2. Christianity; Harvest; Christmas; Judaism; Sukkot; Giving thanks</b>	<b>2. Christianity; Easter; Leaders; Rabbi; Vicar</b>	<b>2. Judaism; Sacred space; Synagogue</b>
<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 showing concern for the wider world where there is not enough food.</li> <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>	<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 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> </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> <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>



	<ul style="list-style-type: none"> <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>	
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## Music Learning Objectives:

Autumn Term:		Spring Term:		Summer Term:	
<b>Pulse and rhythm</b> (Theme: All about me)	<b>Tempo (Theme: Snail and mouse)</b>	<b>Musical vocabulary</b> (Theme: Under the sea)	<b>Timbre and rhythmic patterns (Theme: Fairytales)</b>	<b>Pitch and tempo</b> (Theme: Superheroes)	<b>Vocal and body sounds</b> (Theme: By the sea)
Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.	Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.	Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.
<b>Key Vocabulary</b>					
<ul style="list-style-type: none"> <li>timbre</li> <li>pulse</li> <li>rhythm</li> <li>syllables</li> </ul>	<ul style="list-style-type: none"> <li>beat</li> <li>contrast</li> <li>expressive</li> <li>fast</li> </ul>	<ul style="list-style-type: none"> <li>pulse</li> <li>dynamics</li> <li>tempo</li> <li>celeste</li> </ul>	<ul style="list-style-type: none"> <li>timbre</li> <li>pulse</li> <li>rhythm</li> <li>syllables</li> </ul>	<ul style="list-style-type: none"> <li>accelerando</li> <li>high pitched</li> <li>low pitch</li> <li>perform</li> </ul>	<ul style="list-style-type: none"> <li>body percussion</li> <li>dynamics</li> <li>graphic score</li> <li>instruments</li> </ul>





## Curriculum Map 2024-25

### Year 1

<ul style="list-style-type: none"><li>• strings</li><li>• timpani</li><li>• oboe</li><li>• clarinet</li><li>• bassoon</li><li>• french horn</li><li>• flute</li></ul>	<ul style="list-style-type: none"><li>• singing voice</li><li>• slow</li><li>• speaking voice</li><li>• warm up</li></ul>	<ul style="list-style-type: none"><li>• timbre</li><li>• pitch</li><li>• rhythm</li><li>• structure</li><li>• texture</li><li>• graphic score</li></ul>	<ul style="list-style-type: none"><li>• strings</li><li>• timpani</li><li>• oboe</li><li>• clarinet</li><li>• bassoon</li><li>• french horn</li><li>• flute</li></ul>	<ul style="list-style-type: none"><li>• performance</li><li>• pitch</li><li>• pitch pattern</li><li>• tempo</li></ul>	<ul style="list-style-type: none"><li>• pitch</li><li>• seaside</li><li>• sounds</li><li>• tempo</li><li>• timbre</li></ul>
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### Physical Education Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<b>Invasion games</b> <ul style="list-style-type: none"><li><b>Rugby/football</b></li></ul>	<b>Invasion games</b> <ul style="list-style-type: none"><li><b>Netball/hockey</b></li></ul>	<b>Striking and fielding games</b>
<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><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>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><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>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><li>Able to play simple games in small groups, applying rules and skills that have been taught. (cricket, rounders)</li></ul>



# Curriculum Map 2024-25

## Year 1

Multi-skills/badminton	Gymnastics/dance	Rounders /athletics and swimming
<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</li><li>• Chest push 3m</li><li>• Run for longer distance 100m within 2 minutes</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><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>• Stage 2</li><li>• Enter 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><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>



## Personal, Social, Health and Economic Education Learning Objectives:

Autumn Term:		Spring Term:		Summer Term:	
<b>Family and relationships</b> Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair	<b>Health and wellbeing</b> Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy	<b>Safety and the changing body</b> Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe	<b>Citizenship</b> Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy	<b>Economic wellbeing</b> Learning about a range of money and bank functions including cash safety, spending, saving and jobs.	<b>Transition</b> Helping Year 1 pupils with the transition to a new year and the changes that come with it
<b>Key Vocabulary</b>					
<ul style="list-style-type: none"> <li>behaviour</li> <li>care</li> <li>emotions</li> <li>family</li> <li>feelings</li> <li>friend</li> <li>friendly</li> <li>problem</li> <li>stereotype</li> </ul>	<ul style="list-style-type: none"> <li>allergy</li> <li>emotions</li> <li>feelings</li> <li>germs</li> <li>ill (poorly)</li> <li>qualities</li> <li>relax</li> </ul>	<ul style="list-style-type: none"> <li>accident</li> <li>drug</li> <li>emergency</li> <li>hazards</li> <li>medicine</li> <li>physical contact</li> <li>polite</li> <li>respect</li> <li>role</li> </ul>	<ul style="list-style-type: none"> <li>care</li> <li>democracy</li> <li>different</li> <li>fair</li> <li>pet</li> <li>responsibility</li> <li>rule</li> <li>similar</li> <li>unique</li> </ul>	<ul style="list-style-type: none"> <li>bank</li> <li>cash</li> <li>earn</li> <li>job</li> <li>money</li> <li>notes</li> <li>pocket money</li> <li>safe</li> <li>save</li> </ul>	<ul style="list-style-type: none"> <li>Strengths</li> <li>Skills</li> <li>Move</li> </ul>



# Curriculum Map 2024-25

## Year 1

		<ul style="list-style-type: none"><li>• trust</li></ul>	<ul style="list-style-type: none"><li>• vote</li></ul>	<ul style="list-style-type: none"><li>• skill</li><li>• spend</li><li>• value</li></ul>	
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