



Year 1 Key Skills Curriculum Map

Year A

Terms	Science	Topic	English	RE
1	Living things and their habitats (Year 2)	Superheroes	The Bear Under the Stairs	Christianity: Parables (Year 2)
2	Living things and their habitats (Year 2)	Towers, Tunnels and Turrets	The Robot and the Blue bird	Christianity: Saints and Christmas (Year 2)
3	Plants (Year 2)	Dinosaur Planet	Diary of the cat killer	Christianity: Church in the community (Year 2)
4	Plants (Year 2)	Bright lights, Big City	Jim and the Beanstalk	Hinduism (Year 2)
5	Uses of Materials (Year 2)	Moon Zoom	Beegu	Christianity: Pentecost (Year 2)
6	Uses of Materials (Year 2)	Beach Combers	Out and about	Christianity: Living a Christian life (Year 2)

MATHS

Autumn	WK 1	WK 2	W3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	WK 12
Year 1	PLACE VALUE TO 10	ADDITION	SUBTRACTION	SHAPE	MONEY	MULTIPLICATION	DIVISION	PLACE VALUE TO 10	TIME	LENGTH/H EIGHT	FRACTIONS	Consolidation
Year 2	PLACE VALUE	ADDITION	SUBTRACTION	SHAPE	MONEY	MULTIPLICATION	DIVISION	PLACE VALUE	TIME	LENGTH/H EIGHT	STATISTICS	FRACTIONS
Spring	WK 1	WK 2	W3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	WK 12
Year 1	Place Value	Place value to	Subtracting to 10	Place Value	Place Value	Position and direction	Multipliation	Adding to 10	Fraction s	Time	Weight	Consolidation



	to 10	10		to 20	to 20		and division					
Year 2	Place value	Adding	Subtracting	Statistics	Shape	Position and direction	Multipliations	Division	Fraction s	Time	Weight	Tempera ture
Summ er	<u>WK 1</u>	<u>WK 2</u>	<u>W3</u>	<u>WK 4</u>	<u>WK 5</u>	<u>WK 6</u>	<u>WK 7</u>	<u>WK 8</u>	<u>WK 9</u>	<u>WK 10</u>	<u>WK 11</u>	<u>WK 12</u>
Year 1	Place Value to 50	Addition to 20	Subtraction to 20	Place Value to 50	Capacit y	Place value to 50	Place value to 100	Length/Height	Place value to 100	Addition to 20	Subtractio n to 20	Consolid ation
Year 2	Place Value	Addition and subtracti on	Shapes	Fracti ons	Capacit y	Problem solving	Money	Postition	Position	Investigati ons	Investigati on	Consolid ation

Art	Drawing and Painting	Printing
	<p>To use lines to represent objects seen, remembered and imagined.</p> <p>To explore mark making using thick brushes, foam and sponge brushes.</p> <p>To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p>	<p>To be able to repeat patters, random or organised, with a range of blocks.</p>

Computing	Information Technology	Computer Science	Digital Literacy
	To follow age-appropriate links provided by the teacher to research information.	To understand that an algorithm is a step by step set of instructions.	To talk about uses of technology at home and in school.



	To use a program to create a simple document.	To predict the behaviour of a programmed toy.	To understand that you should tell an adult if you see or hear anything worrying online. To understand that some information is personal.
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	Design	Make	Evaluating/Technical Knowledge	Cooking and Nutrition
Design Technology	<p>To design purposeful, functional and appealing products for themselves and others.</p> <p>To draw in their own experience to help generate ideas.</p> <p>To suggest ideas and explain what they are going to do.</p> <p>To identify a target group for what they are going to design and make.</p> <p>To model their ideas in card and paper.</p> <p>To develop their design ideas applying findings from their earlier research.</p>	<p>To make their design using appropriate techniques.</p> <p>With help, to measure, mark out, cut and shape a range of materials.</p> <p>To use tools e.g. scissors, needles, pinsete.</p> <p>To assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>To use simple finishing techniques to improve the appearance of their product.</p>	<p>To evaluate their product by discussing how well it works in relation to purpose.</p> <p>To evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>To evaluate their product by asking questions about what they have made and how they have gone about it</p>	<p>To begin to understand that all food comes from plants and animals.</p> <p>To know how to name and sort foods into five food groups in the Eatwell Plate.</p> <p>To know basic food handling, hygienic practices, preparing food and personal hygiene.</p>



Geography	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	To name and locate the four countries and capital cities of the United Kingdom.	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	To identify seasonal and daily weather patterns in the United Kingdom. To use basic geographical vocabulary to refer to key physical features and human features.	To use world maps, atlases and globes to identify the United Kingdom and its countries. To use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.

History	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
	Sequence events or objects in chronological order. Begin to use appropriately terminology such as past, then and now.	Begin to describe similarities and differences in artefacts.	Obtain ideas about the past from pictures and other sources. Sort artefacts into 'then' and 'now'.	Write simple sentences to describe an event or period of time. Communicate understanding in simple language. Can recount stories from the past.
History Topics				
	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used 			



	<p>to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
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	Listening	Performing	Composing
Music	<p>To recognise tempo.</p> <p>To recognise dynamics.</p> <p>To identify differences in pitch.</p>	<p>To sing songs and rhythm's.</p> <p>To play un-tuned instruments to simple rhythm's.</p> <p>To make own sounds and combine them with other performances.</p>	<p>To choose the best percussion instruments to use for particular tasks/characters.</p>

	Games	Dance	Gymnastics	Swimming
PE	<p>Throw and catch a ball with a partner.</p> <p>Move fluently by changing direction and speed easily and avoiding collisions.</p> <p>Show control and accuracy with the basic actions for rolling,</p>	<p>Explore movements, including gesture, travel and stillness.</p> <p>Use movement to reflect the mood of the music.</p> <p>Perform phrases creating simple movement patterns.</p>	<p>Explore gymnastic movements- travelling, balancing exploring levels and stillness.</p> <p>Use simple apparatus safely and with confidence.</p> <p>Know how to carry and place equipment.</p>	



	<p>underarm throwing, striking a ball and kicking.</p> <p>Choose and use skills effectively for particular games, understand the concepts of aiming, hitting into space.</p> <p>Take the ball to a good position for aiming, use skills in different ways in different games.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Recognise how their body feels after exercise.</p> <p>Explore the expressive qualities of dance, performing their own routines.</p>	<p>Watch, copy and describe what others have done.</p> <p>Perform movement phrases using a range of body parts and actions.</p>	
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	Working Scientifically	LIVING THINGS AND THEIR HABITATS
Science	<p>Can ask simple questions.</p> <p>Can ask simple questions and recognising that they can be answered in different ways.</p> <p>Can observe closely, using simple equipment.</p> <p>Can perform simple tests.</p> <p>Can identify and classify phenomena.</p> <p>Can use their observations and ideas to suggest answers to questions.</p>	<p>To be able to explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>To be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>To be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>To be able to identify and name a variety of plants and animals in their</p>



	<p>Can gather data to help in answering questions.</p> <p>Can record data to help in answering questions.</p> <p>Can identify patterns in their observations.</p> <p>Can suggest ways to improve a scientific investigation.</p> <p>Can explain their ideas using scientific vocabulary correctly</p>	<p>habitats, including micro-habitats.</p>
	<p>Working Scientifically</p>	<p>Plants</p>
	<p>Can ask simple questions.</p> <p>Can ask simple questions and recognising that they can be answered in different ways.</p> <p>Can observe closely, using simple equipment.</p> <p>Can perform simple tests.</p> <p>Can identify and classify phenomena.</p> <p>Can use their observations and ideas to suggest answers to questions.</p> <p>Can gather data to help in answering questions.</p> <p>Can record data to help in answering questions.</p> <p>Can identify patterns in their observations.</p> <p>Can suggest ways to improve a scientific investigation.</p>	<p>To be able to observe how bulbs grow into mature plants.</p> <p>To be able to observe and describe how seeds grow into mature plants.</p> <p>To be able to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>



	<p>Can explain their ideas using scientific vocabulary correctly.</p>	
	<p>Working Scientifically</p>	<p>Materials</p>
	<p>Can ask simple questions.</p> <p>Can ask simple questions and recognising that they can be answered in different ways.</p> <p>Can observe closely, using simple equipment.</p> <p>Can perform simple tests.</p> <p>Can identify and classify phenomena.</p> <p>Can use their observations and ideas to suggest answers to questions.</p> <p>Can gather data to help in answering questions.</p> <p>Can record data to help in answering questions.</p> <p>Can identify patterns in their observations.</p> <p>Can suggest ways to improve a scientific investigation.</p> <p>Can explain their ideas using scientific vocabulary correctly</p>	<p>To be able to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>