



Year 1 Key Skills Curriculum Map

Year B

<u>Terms</u>	<u>Science</u>	<u>Topic</u>	<u>English</u>	<u>RE</u>
1	Everyday Materials (Year 1)	Memory Box	Cave Baby	Christianity: Miracles of Jesus
2	Everyday Materials (Year 1)	Muck, Mess and Mixture	The Magic Finger	Christianity: Christmas Unit
3	Living things and their Habitats (Year 2)	Street Detective	Window	Christianity: Creation
4	Living things and their Habitats (Year 2)	Paws, Claws and Whiskers	The fox and star	Judaism: Easter – New Life
5	Plants (Year 1)	The Enchanted Woodland	Wild	Judaism: Christianity – Pentecost
6	Plants (Year 1)	Land Ahoy!	The snail and the whale	Christianity: Living a Christian life

MATHS

<u>Autumn</u>	<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 10	ADDITION	SUBTRACTION	SHAPE	MONEY	MULTIPLICATION	DIVISION	FRACTIONS	TIME	LENGTH/H EIGHT	PLACE VALUE TO 10	Consolidation
Year 2	PLACE VALUE	ADDITION	SUBTRACTION	SHAPE	MONEY	MULTIPLICATION	DIVISION	FRACTIONS	TIME	LENGTH/H EIGHT	STATISTICS	PROBLEM SOLVING
<u>Spring</u>	<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 10	Place value to 10	Subtracting to 10	Place Value to 20	Place Value to 20	Position and direction	Multipliation and division	Adding to 10	Fraction s	Time	Weight	Consolidation



Year 2	Place value	Adding	Subtracting	Statistics	Shape	Position and direction	Multiplications	Division	Fractions	Time	Weight	Temperature
Summer	<u>WK 1</u>	<u>WK 2</u>	<u>WK 3</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	Capacity	Place value to 50	Place value to 100	Length/Height	Place value to 100	Addition to 20	Subtraction to 20	Consolidation
Year 2	Place Value	Addition and subtraction	Shapes	Fractions	Capacity	Problem solving	Money	Position	Position	Investigations	Investigation	Consolidation

Art	3D Work and Collage	Textiles
	To become aware of form, feel, texture, pattern and weight. To sort accordingly to specific qualities e.g. warm, shiny, cold smooth.	To sort, collect, discuss and pull apart cloths and threads.

Computing	Information Technology	Computer Science	Digital Literacy
	To follow age-appropriate links provided by the teacher to research information. To use a program to create a simple document.	To understand that an algorithm is a step by step set of instructions. To predict the behaviour of a programmed toy.	To talk about uses of technology at home and in school. To understand that you should tell an adult if you see or hear anything worrying online. To understand that some information is personal.



	Design	Make	Evaluating/Technical Knowledge	Cooking and Nutrition
Design Technology	<p>Generate ideas by drawing on their own and other people's experiences.</p> <p>To develop their design ideas through discussion, observation, drawing and modelling.</p> <p>To identify a purpose for what they intend to design and make.</p> <p>To identify simple design criteria to make simple drawings and label parts.</p>	<p>Begin to select tools and materials; use vocab to name and describe them.</p> <p>To measure, cut and score with some accuracy.</p> <p>To use hand tools safely and appropriately.</p> <p>To assemble, join and combine materials in order to make a product.</p> <p>To choose and use appropriate finishing techniques,</p>	<p>To evaluate against their design criteria.</p> <p>To evaluate their products as they are developed, identify strengths and possible changes they might make.</p> <p>Talk about their ideas saying what they like and dislike about them.</p>	<p>Begin to identify where food groups come from (animals or plants).</p> <p>To know that food has to be farmed, grown elsewhere (e.g. home or caught).</p> <p>To know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>How to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>How to use techniques such as cutting, peeling and grating.</p>

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Geography	<p>Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p>	<p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use more basic geographical vocabulary to refer to key physical features and human features.</p>	<p>Use world maps, atlases and globes to identify the UK, its countries and counties.</p> <p>Use simple compass directions</p> <p>Use aerial photographs and plans to recognise landmarks to devise a simple map.</p>



				Use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment
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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 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] 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] Significant historical events, people and places in their own locality.
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Music	Listening	Performing	Composing
	To recognise tempo.	To sing songs and rhythm's.	To choose the best percussion instruments to



	<p>To recognise dynamics.</p> <p>To identify differences in pitch.</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>use for particular tasks/characters.</p>
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	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, 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</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>Recognise how their body feels after exercise.</p> <p>Explore the expressive qualities of dance, performing their own routines.</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>Watch, copy and describe what others have done.</p> <p>Perform movement phrases using a range of body parts and actions.</p>	



	ways in different games. Participate in team games, developing simple tactics for attacking and defending.			
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	Working Scientifically	Everyday Materials
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>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 distinguish between an object and the material from which it is made.</p> <p>To be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>To be able to describe the simple physical properties of a variety of everyday materials.</p> <p>To be able to compare and group together a variety of everyday materials on the basis of their physical properties.</p>



	Working Scientifically	Living things and their Habitats
	<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 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 habitats, including micro-habitats.</p>
	Working Scientifically	Plants
	<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>To be able to identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.</p> <p>To be able to identify and name a variety of common plants.</p> <p>To be able to classify trees as deciduous and evergreen.</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>	
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