



## Curriculum Skills Map

**Year 1**

**2018-2019**

	Autumn Term		Spring Term		Summer Term	
	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<b>Science</b>	<b><i>Animals including humans</i></b>	<b><i>Seasons</i></b>	<b><i>Materials and their properties</i></b>		<b><i>Plants</i></b>	
<b>National Curriculum Aims</b>	<p>*Identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>*Identify, name, draw and label the basic parts of the human body and say which part of the body is</p>	<p>*Observe changes across the four seasons.</p> <p>* Observe and describe weather associated with the seasons and how day length varies.</p>	<p>*Distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>		<p>*Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>* Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	

	associated with each sense.				
<b>Science Skills</b>	Location of animals around the world. Characteristics of animals and humans. Identifying herbivore and carnivores. How to look after a pet. Identify common, mammals and reptiles.	Light sources- natural and man-made. Importance of the sun. How we get day and night 4 seasons and weather changes within them. Nocturnal animals.	Sorting materials and discussing advantages and disadvantages of each one. Effectiveness of materials for different jobs. Experiment to investigate how materials can be changed and joined. Investigate waterproof materials.		Nature walk. Identification of birds and trees. Deciduous and evergreen. Data collection of birds/ plats/ trees. Basic structure of a variety of common plants.
<b>SMSC, British Values, Global Learning links</b>		<b>Climate change. Explore the human impact of climate change in communities in Bolivia, Philippines, Zimbabwe and the UK. See Oxfam's Making the Change: Female Climate Fighters.</b>	<b>Science and Global citizenship. Recycle or reuse? Consider the efficacy of recycling and the differences between reduce, reuse and recycle with reference to their use in Nepal.</b>		
<b>History</b>		<b><i>Why is the Wii more fun than grandma and grandad's toys?</i></b>		<b><i>What has changed since my grandparents were young?</i></b>	<b><i>Who was famous when my mum and dad were little? Princess Diana.</i></b>

		<i><b>Toys from the past.</b></i>		<i><b>Life in the 1960s.</b></i>		<i><b>Nelson Mandela.</b></i>
<b>National Curriculum Aims</b>		<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>		<ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> </ul>		<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>History Skills</b>		Investigate old games/ technology. Look at technology developments. Walkman's, CD, mp3, iPod, games consoles. Compare old and new objects.		Life in the 1960's. Look at how music and popular culture has changed. School life in the 1960's.		Who was Princess Diana? What did she do? Who was Nelson Mandela? What did he do?
<b>SMSC, British Values, Global Learning links</b>		<b>Democracy.</b>				<b>Social.</b> Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

<b>Geography</b>	<b><i>Around our school. England- Our local area.</i></b>		<b><i>Weather around the world. Weather pattern.</i></b>		<b><i>Cold environments. Arctic and Antarctica.</i></b>	
<b>National Curriculum Aims</b>	<ul style="list-style-type: none"> <li>• Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>		<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> </ul>	
<b>Geography Skills</b>	<p>Identifying features of a village and city. Looking at the 4 countries and major cities in the UK. Use google maps/ globes to locate places.</p>		<p>Questioning skills about the weather. Keep a weather chart. Explain the changes in the weather in the different seasons. Human geography- what do we wear and do during the different seasons? Make predictions about the weather.</p>		<p>Identify features of hot and cold places. Compare weather in different locations. Describe different locations. Discussing different weather for each season. Identification of the north pole, south pole and</p>	

SMSC, British Values, Global Learning links	<i>Your world my world. Oxfam website.</i>		<i>For the love of... Oxfam website. All in a day. Oxfam website.</i>		<i>Dinosaurs and all the rubbish. Oxfam website.</i>	
RE	<b><i>What is important to you?</i></b>	<b><i>Why do Christians celebrate Christmas?</i></b>	<b><i>How do I know I'm being good?</i></b>	<b><i>What do Christians and Jews believe?</i></b>	<b><i>How do religions welcome new members? Christianity and Judaism.</i></b>	
RE Skills	Discuss what is important to themselves. Who is important and why? What is important to Jews? What is important to Christians? What is important to Hindus?	Different celebrations and how we celebrate. Jesus and his importance to Christians. Nativity story. Special events at Christmas time- traditions.	Schools core values. Which values are important? How do I know I am being a good citizen in different situations? What does Christianity and Judaism tell us about being good? Story of the good Samaritan.	Find out about Creation story from the bible. Why do Christians and Jews tell the same bible story? Imagine and think about being the first person on the planet. Compare Christian creation story with that of Hindus.	Discuss how people are made to feel welcome in different situations. How do we make people feel welcome at school? Investigating how and why Christians celebrate baptisms. Discover symbols that are important to the Christian faith. Visit to the Ravenhead church. Compare a Christian baptism with how Jews welcome new members. Present how children belong to various clubs and faiths.	
SMSC, British Values, Global Learning links	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</i>	<i>The rule of law. Moral. Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</i>	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</i>	

<b>Computer Science</b>	<b><i>We are treasure hunters</i> Unit 1.1</b>	<b><i>We are celebrating.</i> Unit 1.6</b>	<b><i>We are storytellers.</i> Unit 1.5</b>	<b><i>We are collectors.</i> Unit 1.4</b>	<b><i>We are TV chefs.</i> Unit 1.2</b>	<b><i>We are painters.</i> Unit 1.3</b>
<b>National Curriculum Aims</b>	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	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.	Use logical reasoning to predict the behaviour of simple programs	Recognise common uses of information technology beyond school	Create and debug simple programs
<b>Computer Science Skills</b>	Using programmable toys such as beebot. Creating simple algorithms.	Developing our hand eye coordination skills to create Christmas cards using 2simple. To use a search engine to find and select an image. To be able to save and retrieve our work each week.	To create a talking book. Copy and pasting images. Recording sounds. To know why some images cannot be copied.	Copy and pasting images using shortcuts.	Using a video camera. Record and present our work as TV chefs. Chroma key backgrounds.	Developing our co-ordination to use software 2simple and 2paint. To select and change colours, pen size and be able to save our work.
<b>SMSC, British Values, Global Learning links</b>					<b><i>Our food our world.</i> <i>Oxfam website.</i></b>	

<b>PSHE/SEAL/ Citizenship</b>	<b><i>Friendship. New beginnings.</i></b>	<b><i>Recycling. Getting on and falling out.</i></b>	<b><i>Keeping safe. Money. Going for goals.</i></b>	<b><i>Personal hygiene. Good to be me.</i></b>	<b><i>Healthy eating. Relationships.</i></b>	<b><i>Growing and changing. Change.</i></b>
<b>National Curriculum Aims</b>	<p>To share their opinions on things that matter to them and explain their views.</p> <p>To take part in discussions with one other person and the whole class.</p> <p>recognise choices they can make, and recognise the difference between right and wrong.</p> <p>To agree and follow rules for their group and classroom, and understand how rules help them.</p>	<p>To recognise, name and deal with their feelings in a positive way.</p> <p>To realise that people and other living things have needs, and that they have responsibilities to meet them.</p> <p>To recognise how their behaviour affects other people</p> <p>To know that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.</p>	<p>To know how to set simple goals.</p> <p>To know that all household products, including medicines, can be harmful if not used properly; To know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p>	<p>To think about themselves, learn from their experiences and recognise what they are good at.</p> <p>How to make simple choices that improve their health and wellbeing.</p> <p>To maintain personal hygiene.</p>	<p>To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p> <p>To know that they belong to various groups and communities, such as family and school.</p> <p>To listen to other people, and play and work cooperatively. To know that family and friends should care for each other.</p>	<p>To know about the process of growing from young to old and how people's needs change.</p> <p>To identify and respect the differences and similarities between people.</p> <p>To feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves).</p>
<b>PSHE/SEAL Skills</b>	<p>Discuss friendships.</p> <p>Consider qualities of a good friend.</p>	<p>Discuss how friendships can be made.</p> <p>Consider sharing and turn taking.</p>	<p>Develop our understanding of the value of money.</p> <p>Discuss what is a necessity and</p>	<p>Understand what a good level of personal hygiene is.</p> <p>To consider the importance of keeping clean.</p>	<p>Consider what a balanced diet is and why it is important to eat from a range of food groups.</p>	<p>To consider how we change as we grow.</p> <p>To discuss changes in our lives (transition).</p>

			what items are a luxury. Consider how to keep household items safe.	Focus on importance of brushing our teeth.		
<b>SMSC, British Values, Global Learning links</b>	<i>Democracy. A special friend. Oxfam website.</i>	<i>Spiritual. Enjoy learning about oneself, others and the surrounding world. Teddy's in trouble. Oxfam website.</i>	<i>The rule of law.</i>	<i>Individual liberty. What's in the shoebox? Oxfam website.</i>	<i>Spiritual. Enjoy learning about oneself, others and the surrounding world.</i>	
<b>PE</b>	<b><i>Gymnastics.</i></b>	<b><i>Gymnastics.</i></b>	<b><i>Games. Ball skills.</i></b>	<b><i>Games. Team games.</i></b>	<b><i>Games. Throwing and catching.</i></b>	<b><i>Games. Sports day.</i></b>
<b>National Curriculum Aims</b>	Perform dances using simple movement patterns.	Perform dances using simple movement patterns.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Participate in team games, developing simple tactics for attacking and defending	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Participate in team games, developing simple tactics for attacking and defending
<b>PE Skills</b>	Develop the use of our bodies to make shapes. Improving our balancing skills.	Create sequences of balances and movements.	Developing ball skills- dribbling, bouncing and shooting. Develop understanding of team work.	Consider the importance of fair play and sportsmanship.	Develop throwing, catching, and fielding skills using different size balls. Consider the changes that	Developing throwing, jumping and sprinting skills. Sports day practice.

					happen to our body during exercise.	
<b>SMSC, British Values, Global Learning links</b>			<i>Football for humanity. Philippines.</i>			
<b>Art</b>	<i>Claude Monet- Waterlilies.</i>			<i>Giuseppe Arcimboldi. Fruit faces.</i>		<i>Portraits. Royal portraits.</i>
<b>National Curriculum Aims</b>	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.			To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To use a range of materials creatively to design and make products.
<b>Art Skills</b>	Artist study. Explore media to consider qualities for best material.			Artist study. Explore and experiment different media and materials. Create a fruit face based on the work of Arcimboldi.		Develop sketching skills. Explore and experiment different media and materials. Compare the work of famous artists.
<b>SMSC, British Values, Global Learning links</b>	<i>Spiritual. Use imagination and creativity; reflect.</i>			<i>Spiritual. Use imagination and creativity; reflect.</i>		<i>Spiritual. Use imagination and creativity; reflect.</i>
<b>DT</b>		<i>Christmas decorations.</i>	<i>Houses. Construction.</i>		<i>Picnics around the world.</i>	

		<b>Materials.</b>			<b>Food technology.</b>	
<b>National Curriculum Aims</b>		Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.	Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. Critique, evaluate and test their ideas and products and the work of others		Understand and apply the principles of nutrition and learn how to cook.	
<b>DT Skills</b>		Using and adapting existing designs. Explore media to consider qualities for best material.	Joining materials. Building 3d models.		Cutting and preparing food. Understanding food hygiene.	
<b>SMSC, British Values, Global Learning links</b>						
<b>Music</b>						
<b>National Curriculum Aims</b>	Listen with concentration and understanding to a range of high-	Use their voices expressively and creatively by singing songs and	Experiment with, create, select and combine sounds using the inter-	Listen with concentration and understanding to a range of high-quality	Use their voices expressively and creatively by singing	Experiment with, create, select and combine sounds using the inter-

	quality live and recorded music	speaking chants and rhymes	related dimensions of music.	live and recorded music	songs and speaking chants and rhymes	related dimensions of music.
<b>Music Skills</b>	To listen to and imitate song phrases.	To find the singing voice. To sing collectively at the same pitch To start to sing as individuals.	To listen attentively to recorded sound. To recognise individual voices.	To take on the role of leader. To raise children's awareness of pitch.	To be able to recognise known song melody.	To repeat a song at different pitch level. To establish a further routine for a collective song start. To repeat a song with changing dynamic levels.
<b>SMSC, British Values, Global Learning links</b>						
<b>Visits and Visitors</b>	<ul style="list-style-type: none"> <li>• <i>Visit to Thatto Heath Park.</i></li> <li>• <i>Visit local shops.</i></li> <li>• <i>Walk around the local area.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Visit from grandparent to discuss toys from the past.</i></li> <li>• <i>Church-Christmas celebrations.</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Church-Easter celebrations.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Church- RE link Baptism.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Underwater street.</i></li> </ul>
<b>Themed days and weeks</b>	<ul style="list-style-type: none"> <li>• Art Day</li> <li>• Space Week</li> <li>• Grandparents' Day</li> <li>• National Respect Day</li> <li>• Nature Day</li> </ul>	<ul style="list-style-type: none"> <li>• Wildlife Day</li> <li>• Anti-Bullying Week</li> <li>• Kindness Day</li> <li>• Road Safety Week</li> <li>• Christmas decoration workshop afternoon</li> </ul>	<ul style="list-style-type: none"> <li>• Nature in Winter Day</li> <li>• Australia Day</li> <li>• National Story-Telling Week</li> <li>• Farm to Fork Week</li> </ul>	<ul style="list-style-type: none"> <li>• Book Week, World Book day and book character dress up</li> <li>• British Science Week</li> <li>• International Day of Forests</li> </ul>	<ul style="list-style-type: none"> <li>• Earth Day</li> <li>• International Jazz Day</li> <li>• Firefighter Appreciation Day</li> <li>• Pirate Week</li> </ul>	<ul style="list-style-type: none"> <li>• Maths Day</li> <li>• Singing Celebration</li> <li>• Sports Week</li> <li>• Poetry Day</li> <li>• Spelling Bee</li> </ul>

		<ul style="list-style-type: none"> <li>• Inter-Faith Week</li> </ul>		<ul style="list-style-type: none"> <li>• Easter Bonnet Parade or Easter Diorama</li> </ul>		
<b>Charity days</b>	<ul style="list-style-type: none"> <li>• McMillian Coffee morning</li> <li>• Harvest, Food Bank donations</li> </ul>	<ul style="list-style-type: none"> <li>• Children in Need day</li> <li>• Christmas Jumper day</li> <li>• School Fund-Christmas Fayre and Grotto</li> </ul>	<ul style="list-style-type: none"> <li>• Young Carers</li> </ul>	<ul style="list-style-type: none"> <li>• Comic Relief</li> </ul>	<ul style="list-style-type: none"> <li>• School fund-School Gala</li> </ul>	