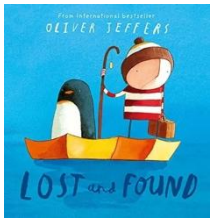
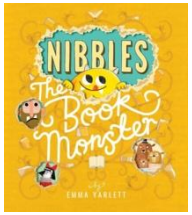
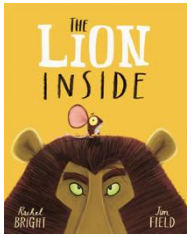
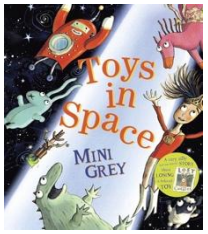
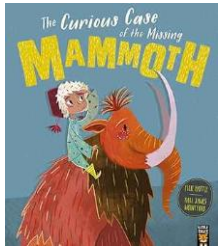
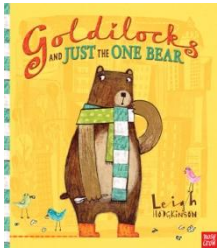
Saighton Church of England Primary School and Pre-School Curriculum Map – Year 1

Cycle 1	Autumn Once upon a time…		Spring We are explorers…		Summer Dungeons and Dragons	
Key areas for Spiritual focus	- RE: Harvest - Art: Engaging creatively with a range of materials - Science: Experiencing the natural world and changing seasons in our outdoor environments		- RE: What made Jesus special? - Music: Experiencing the pulse, rhythm and joy of African music - Science: Engaging with the wonder of our solar system		- RE: Creation - Art/ Science: Taking time to explore and observe the plants around us - Music: expressing ourselves through music	
English Pathways to write	Lost and Found by Oliver Jeffers  Adventure Story	Nibbles: The Book Monster by Emma Yarlett  Diary Entry	The Lion Inside by Rachel Bright  Journey Story	Toys in Space by Mini Grey  Instruction writing	The Curious Case of the Missing Mammoth by Ellie Hattie  Adventure Story	Goldilocks and Just the One Bear by Leigh Hodgkinson  Non-Chronological Report
Phonics	**KS1 follow the Essential Letters and Sounds phonics scheme**					
Maths Maths - No Problem	Number and Place value: numbers to 10 Number bonds: numbers to 10 Calculations: addition and subtraction within 10 Geometry: position and direction Measurement: height and length		Number and Place value: numbers to 20 Calculations: addition and subtraction within 20 Number and Place value: numbers to 40 Calculations: addition and subtraction word problems Geometry: shapes and patterns Measurement: mass		Number and Place value: numbers to 100 Calculations: multiplication and division Fractions Measurement: time, volume and capacity Geometry: position and direction, space Money	

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 1

Religious Education Questful RE	1.1 Harvest: How and why do people of faith celebrate and give thanks for the harvest? How do people of Jewish faith celebrate the harvest? **Judaism** 1.3 Why do many people give and receive gifts at Christmas?	1.4 Jesus: What made Jesus special? 1.5 Easter: Why do Christians believe Easter is a new beginning? (S2: The Lord's Prayer)	1.7 Baptism: How do people of world faiths welcome new babies? **Hinduism, Islam, Sikhism** 1.2 Creation: What do people of faith believe about God as creator? What do people of Muslim and Hindu faith believe about how God made the world? **Hinduism, Islam**
Science	<u>Working Scientifically</u> -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying -using observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions		
	• observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. **Everyday Materials:** • 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	• observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. **Animals including Humans:** • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores	• observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. **Plants:** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 1

	• 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. We will explore everyday materials within our school and outdoor areas, and use our knowledge to select appropriate materials for building a cage for Nibbles (link to English text) *Investigations: How to release the animals trapped in ice (link to Lost and Found)/ Finding the best material for wrapping a Christmas gift. Mysterious Materials workshop – Jen Stratford*	• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. We will explore the animal kingdom, with a particular focus on African animals. We will also explore our solar system, learning about the sun and its 8 planets, as well as earth's moon. – link to Toys in Space *Investigations: Exploring our senses*	• identify and describe the basic structure of a variety of common flowering plants, including trees. We will explore the plant kingdom with a particular focus on common and native trees and plants found in and around our school and forest area. *Investigations: The Princess and the pea (link to fairy tales)*
History		• the lives of significant individuals in the past who have contributed to national and international achievements. We will learn about the 1969 moon landing and the achievements of Neil Armstrong and Valentina Tereshkova.	• changes within living memory We will explore toys through time comparing the toys that different generations in our families have played with. Creating our own toy museum and inviting families in to explore. • Significant historical events, people and places in our own locality Link to local castles.
Geography	• Use simple compass directions (North, South, East and West) and locational and	• name and locate the world's seven continents and five oceans	

	directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • 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 • use basic geographical vocabulary to refer to: key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features including city, town, village, factory, farm, house, office, port, harbour and shop We will devise story maps in relation to the stories we are reading, and use and construct basic symbols in a key. Then, by using compass and directional language, we will direct the story characters around them.	• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country We will explore the world's seven continents with a particular focus on Africa, learning about the diversity of this wonderful continent.	
Art	• to use a range of materials creatively to design and make products	• to develop a wide range of art and design techniques in using colour,	• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 1

		We will create pictures of penguins using paint, material, card and feathers. Focus Artist: Sarah Yates Christmas cards and decorations	pattern, texture, line, shape, form and space We will explore Dot Art to create our own African designs. Focus Artist: Alma Thomas	We will develop our skills of observational drawings. Focus Artist: Beatrix Potter
D&T		We will follow the Design – Make – Evaluate model to create a cage for Nibbles using classroom construction resources. • build structures, exploring how they can be made stronger, stiffer and more stable	We will make use of classroom resources to explore Design and Technology through play. Easter cards with moving parts	We will follow the Design – Make – Evaluate model to create a picnic sandwich fit for a King or Queen.
PSHE	Heartsmart	Get HeartSmart	'No Way Through' isn't True	Too much Selfie isn't Healthy
	SEAL	New Beginnings	Going for Goals	Relationships
	Christian Values Focus	Wisdom Friendship	Love Hope	Community - AYLA Trust
Computing Teach Computing		**Computing systems and networks – Technology around us (1)** • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when there are concerns about	**Creating media - Digital painting (1)** • To use technology purposefully to create, organise, store, manipulate and retrieve digital content.	**Grouping Data (1)** • 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

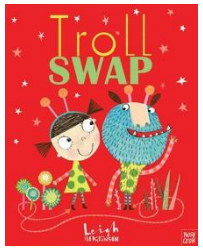
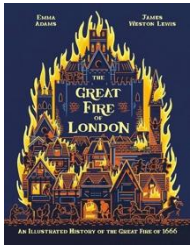
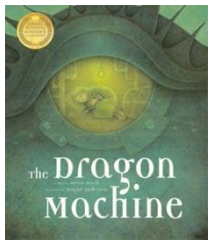
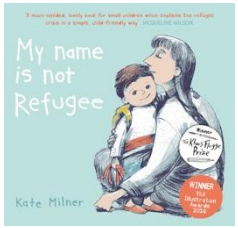
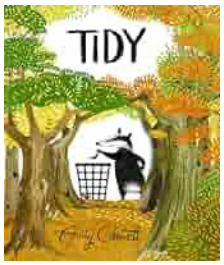
	content or contact on the internet or other online technologies. **Programming A – Moving a robot (1)** • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Recognise common uses of information technology beyond school		or contact on the internet or other online technologies.
Music	• play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music. We will explore different instruments, beginning by listening to Peter and the Wolf by Prokofiev. Performance – Christmas	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • listen with concentration and understanding to a range of high-quality live and recorded music We will explore a range of African music. Performance - Easter	• play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music We will listen to music written for royalty and compose our own piece of music fit for a King or Queen.
PE	Fundamentals of PE	Games Activities	Summer Sports

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 1

	Children will gain an awareness of how PE and physical activity has an impact on their health. They will learn about and explore how their body changes before, during and after physical activity. • Know how strength, speed and stamina can be identified. • Fundamental skills: running, jumping and throwing. • Know, adapt and use rules fairly. • Build on EYFS basics of effective movement. • Identify and using space within a designated area	Children will develop skills and tactics for a range of games and activities. These skills will be practised and refined for use in game situations. • Moving safely in space • Chasing and tagging games. • Using coordination skills in a retrieving type games. Bouncing, throwing and catching activities. • Work with a partner cooperatively. • Play target/aiming team games. • Kicking skills. • Invasion type team games. • Playing team relay type games.	The children will have the opportunity to apply their skills to summer sports and games. They will be introduced to athletic events and identify why taking part in such activities is good for their health. • Introduction to summer sports. • Introduction to Athletics. • Running events. • Jumping events. • Throwing events. • Introduction to racquets and bats. • Introduction to Diamond Cricket. • Introduction to Rounders. • Building on knowledge of team tactics. • Developing skills with racquets and bats.

*Areas highlighted in green have been identified as opportunities for courageous advocacy

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 1

Cycle 2	Autumn London's Burning		Spring I'm Amazing!		Summer Our Wonderful World	
Key areas for Spiritual focus	- RE: Why did people travel to Bethlehem? - Art: Expressing ourselves creatively - Science: Experiencing the natural world and changing seasons in our outdoor environments		- RE: Why did Jesus welcome everyone? - Music: Body percussion - Art: Self-portraits, looking closely at ourselves		- RE: Ascension and Pentecost - English/ Science: Taking care of our amazing world - Geography: Our place in the world	
English Pathways to write	Troll Swap by Leigh Hodgkinson  Story with Character Focus	The Great Fire of London by Emma Adams  Information Report	The Dragon Machine by Helen Ward  Story with Adventure Focus	My Name is Not Refugee by Kate Milner  Diary Entry	Tidy by Emily Gravitt  Letter	Grandad's Secret Giant by David Litchfield  Poem
Phonics	**KS1 follow the Essential Letters and Sounds phonics scheme**					
Maths Maths - No Problem	Number and Place value: numbers to 10 Number bonds: numbers to 10 Calculations: addition and subtraction within 10 Geometry: position and direction Measurement: height and length		Number and Place value: numbers to 20 Calculations: addition and subtraction within 20 Number and Place value: numbers to 40 Calculations: addition and subtraction word problems Geometry: shapes and patterns Measurement: mass		Number and Place value: numbers to 100 Calculations: multiplication and division Fractions Measurement: time, volume and capacity Geometry: position and direction, space Money	

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 1

Religious Education Questful RE	2.1 The Bible: Why is the Bible such a special book? Do people of all world faiths have holy books? Islam Judaism Sikhism 2.7 Christmas: Why do the people in the nativity story travel to Bethlehem?	2.3 Jesus: Why did Jesus welcome everyone? 2.4 Easter: How do symbols help us to understand the Easter story?	2.5 The Church: Why is the church a special place for Christians? Why are holy buildings important to people of faith? Hinduism Islam Judaism 2.6 Ascension and Pentecost: What happened at the Ascension and Pentecost?
Science	<u>Working Scientifically</u> asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying -using observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions		
	• observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. **Everyday Materials:** • 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.	• observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. **Animals including Humans:** • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores Science 149 Statutory requirements • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	• observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. **Plants:** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. We will explore the plant kingdom with a particular focus on common and native trees and plants found in and around our school and forest area.

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 1

	We will explore everyday materials within our school and relate this to our learning about the Great Fire of London. *Investigations: Keeping troll warm (link to English)/ Melting chocolate – Christmas pudding crispie cakes*	• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. We will explore the animal kingdom with a particular focus on common animals that we might find around our school and surrounding areas. *Investigations: Exploring our senses/ (Princess and the pea)*	*Investigations: Growing plants/ Life cycle of a butterfly*
History	• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London We will learn about The Great Fire of London and its effect on Britain and its population. We will use pictures, books and the internet to research how the fire started and spread, as well as how it was finally extinguished, and the impact that the fire had on London. We also consider the contribution that Samuel Pepys made to our understanding of the Great Fire of London.		• the lives of significant individuals in the past who have contributed to national and international achievements. We will explore the contributions of David Attenborough to our understanding of the natural world.

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 1

Geography		• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas We will explore our own country learning about what makes the United Kingdom special.	• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. We will develop our map skills creating maps of our surroundings.
Art	• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space We will explore colour create a collage of The Great Fire of London using a range of materials and colour. Focus Artist: Jackson Pollock	• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination We will create self-portraits in a range of media. Focus Artist: Pablo Picasso	• to use a range of materials to design and make products We will explore a range of natural materials and use these to create art in our school environment Focus Artist: Andy Goldsworthy

Saighton Church of England Primary School and Pre-School Curriculum Map – Year 1

		Christmas cards and decorations		
D&T		To follow the Design – Make - Evaluate model to recreate Pudding Lane using a range of classroom construction resources.	To follow the Design – Make – Evaluate model to create a moving image using mechanisms. • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Easter cars with moving parts	• To use natural resources to create a variety of structures in the forest area.
PSHE	Heartsmart	Don't forget to let love in	Don't rub it in, rub it out!	Fake is a mistake!
	SEAL	Getting on and falling out Good to be me	Say no to bullying	Changes
	Christian Values Focus	Love Friendship	Courage Justice	Truth Compassion
Computing Teach Computing		**Computing systems and networks – Technology around us (1)** • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when there are concerns about content or contact on the internet or other online technologies. **Programming A – Moving a robot (1)** • Understand what algorithms are; how they are implemented as programs on digital	**Creating media - Digital painting (1)** • To use technology purposefully to create, organise, store, manipulate and retrieve digital content.	**Grouping Data (1)** • 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.

	devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Recognise common uses of information technology beyond school		
Music	• use their voices expressively and creatively by singing songs and speaking chants and rhymes. We will explore traditional rhymes and singing in a round.	• experiment with, create, select and combine sounds using the inter-related dimensions of music. We will use body percussion to explore rhythm and pulse.	• play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music We will create soundscapes and learn about the importance of graphic notation.
PE	<u>Fundamentals of PE</u> Children will gain an awareness of how PE and physical activity has an impact on their health. They will learn about and explore how their body changes before, during and after physical activity. • Know how strength, speed and stamina can be identified. • Fundamental skills: running, jumping and throwing. • Know, adapt and use rules fairly. • Build on EYFS basics of effective movement.	<u>Games Activities</u> Children will develop skills and tactics for a range of games and activities. These skills will be practised and refined for use in game situations. • Moving safely in space . • Chasing and tagging games. • Using coordination skills in a retrieving type games. Bouncing, throwing and catching activities. • Work with a partner cooperatively. • Play target/aiming team games. • Kicking skills. • Invasion type team games.	<u>Summer Sports</u> The children will have the opportunity to apply their skills to summer sports and games. They will be introduced to athletic events and identify why taking part in such activities is good for their health. • Introduction to summer sports. • Introduction to Athletics. • Running events. • Jumping events. • Throwing events. • Introduction to racquets and bats. • Introduction to Diamond Cricket. • Introduction to Rounders. • Building on knowledge of team tactics.

	• Identify and using space within a designated area	Playing team relay type games.	Developing skills with racquets and bats.