



AUGHTON CHRIST CHURCH Y1 CURRICULUM MAP

SUBJECT	Autumn		Spring		Summer	
TOPIC TITLE	Where are we?	Toys through time	Wonderful Weather	Explorers	My Kingdom	
Maths	Number and place value; length and mass/weight; addition and subtraction; 2D and 3D shape; sequencing and sorting; fractions; capacity and volume; money; time.		Number and place value; length, mass; 2D and 3D shapes; counting and money; multiplication and division; length and mass; addition and subtraction; fractions; position and direction; time.		Number and place value; addition and subtraction; capacity and volume; fractions; position and direction; time; 2D and 3D shape; time; multiplication and division; statistics and calculation; measurement; sorting and sequencing.	
ENGLISH UNIT	Stories in a familiar setting: Harry the Happy Mouse by NGK Information Text	Stories with the same author: Wanted the Perfect Pet by Fiona Robertson Wanted the Perfect Present by Fiona Robertson Poems on a theme: All Aboard the Toy Train by Tony Bradman	Stories with repetitive patterns: Zog by Julia Donaldson Instructions	Fantasy Stories: No Bot by Sue Hendra Recounts: The Way Back Home by Oliver Jeffers	Recounts: (Continued) The Way Back Home by Oliver Jeffers Traditional Tales: Jack and the Beanstalk by DK Traditional Rhymes	Classic Stories: The Tales of Peter Rabbit by Beatrix Potter Non-Chronological Report: The life of Beatrix Potter
Reading for pleasure	Too Many Toys by Heidi Deedman The Toymaker by Waddell Martin & Milne Terry Lost in the Toy Museum by David Lucas		Sophie Takes To The Sky by Katherine Woodfine The Magic Faraway Tree by Jacqueline Wilson		Queen Elizabeth II by DK King Charles III by DK Katie in London by James Mayhew	
HISTORY	TOYS Children compare the toys that they have today with toys that their grandparents played with. They then investigate how teddy bears have changed over time.		EXPLORERS Children are able to name important explorers and identify where they have travelled and what they have achieved. Children look at the lives of Christopher Columbus and Matthew Henson. They will compare Christopher Columbus with Dane Ellen McArthur and identify how things have changed and stayed the same.		MY KINGDOM Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.	
GEOGRAPHY	MY SCHOOL AND THE SCHOOL GROUNDS Children look at their school building and its surrounding grounds. They are able to identify places on a plan and an aerial map. Children give directions to their favourite places using compass directions.		OUR WONDERFUL WEATHER Children identify the different seasons and the weather patterns that can occur. They understand the different symbols used in a weather forecast. Children will learn how to measure and record the weather. They will compare the weather where they live to the weather in other parts of the UK.		EXPLORING OUR COUNTRY AND THE UNITED KINGDOM Children look at the country where they live and where it is located on a map. They then study the four countries of the United Kingdom and their capital cities. Children identify the difference between physical and human geography.	
SCIENCE	Animals – Humans Pupils should be taught to: - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - Recognise that humans are animals. - Compare and describe differences in their own features (eye, hair, skin colour, etc.). - Recognise that humans have many similarities.	Animals - Other Animals - Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat). Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets	Material Properties – 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, rock, brick, paper and cardboard. - 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.		Plants: Common Names and Basic Structure Pupils should be taught to: 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 (at least: flower, leaf, root, stem, trunk, seed, branch and petal).	Light and Astronomy – Seasonal Change - Observe and describe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length and temperature vary.
ART DESIGN ARTISTS/ CRAFTSMAKERS AND DESIGNERS STUDIED:	DRAWING AND PAINTING Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. Colour Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. Texture Create textured paint by adding sand, plaster		COLLAGE Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales. Colour Collect, sort, name match colours appropriate for an image. Shape Create and arrange shapes appropriately Texture		3D Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools. Form Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. Texture Change the surface of a malleable material e.g. build a textured tile	



AUGHTON CHRIST CHURCH Y1 CURRICULUM MAP

			Create, select and use textured paper for an image.			
DESIGN TECHNOLOGY	FOREST SCHOOL		FOOD Develop a simple food vocabulary using taste and smell. Group familiar food products e.g. fruit and vegetables. Cut and chop a range of ingredients Work safely and hygienically.		STRUCTURES Explore how to make structures stronger. Investigate different techniques for stiffening a variety of materials. Test different methods of enabling structures to remain stable. Join appropriately for different materials and situations e.g. glue, tape. Mark out materials to be cut using a template. Use a glue gun with close supervision.	
PSHE Delivered through SCARF	ME AND MY RELATIONSHIPS Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Good friends How are you listening?	VALUING DIFFERENCE Same or different? Unkind, tease or bully Harold’s school rules It’s not fair! Who are our special people? Our special people balloons	KEEPING SAFE Who can help? Super Sleep Who can help me? Harold loses Geoffrey What could Harold do? Good or bad touches?	BEING MY BEST I can eat a rainbow Eat well Harold’s wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise	RIGHTS AND RESPECT Harold has a bad day Around and about the school Taking care of something Harold’s money How should we look after our money? Basic first aid	GROWING AND CHANGING Inside my wonderful body Taking care of a baby Then and now Who can help? Surprises and secrets Keeping privates private
COMPUTING ONLINE SAFETY EACH HALF TERM	<u>iAlgorithm</u> Children are introduced to the concept that algorithms are a precise set of instructions that are followed in order, to complete a task. - To understand that algorithms are precise instructions that can be followed - To follow a simple algorithm - To devise a simple algorithm - To make predictions based on a simple algorithm		<u>iData</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Understand why pictograms are useful - Collect and organise information to solve a problem - Create a graph using digital tools - Create a pictogram using collected data - Sort information on criterion - Present data using a graph		<u>iModel</u> Children use technology purposefully to create, organise, store, manipulate and retrieve digital content. - To understand that computers can show real events and things - To use a mouse to move things accurately onscreen - To understand that computers can be used to make choices - To create a representation of a real or fantasy game or story	
	<u>iWatch (Online Safety)</u> Children understand what being online may look like, the different feelings we can experience online and how to identify adults who can help.		<u>ONLINE SAFETY WEEK – 6th Feb 2024</u> Children talk about what personal information means to them and how important it is to keep this information safe.		<u>iPlay - session 2 (Online Safety)</u> Children understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.	
	<u>iWrite</u> Children understand that text can be created in a number of ways - To use word processing software to create text - To understand that a computer can be connected to a printer - To open and save a word processing document		<u>iProgram (Unit1)</u> Understand what algorithms are; how they are how implemented as programs on digital devices and recognise common uses of information technology beyond school. - Understand that algorithms are implemented as programs on a range of digital devices - Give instructions to a programmable toy - Plan a simple algorithm that controls a toy - Program a virtual object to move to on-screen objects - Record a sequence of instructions in a common format		<u>iProgram (Unit 2)</u> Children understand what algorithms are, how they are implemented as programs on digital devices and that programs work by following precise instructions. They create and debug simple programs and use technology purposefully to create, organise, store, manipulate and retrieve digital content. - To understand that the order and number of steps in an algorithm correspond to the order and number of actions performed by a person or computer program - To change backgrounds and program a sequence of commands to make a sprite move - To storyboard and create a short animation	
	<u>iPlay – Session 1 (Online Safety)</u> Children understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.		<u>iShare</u> Children understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help.		<u>VISIT FROM LANCASHIRE POLICE – (ONLINE SAFETY)</u> Why is it important to stay safe online?	
					<u>iDraw</u> Children use technology purposefully to create, organise, store, manipulate and retrieve digital content. - To investigate simple digital mark-making tools - To explore shape and fill tools - The children draw shapes and fill them in to recreate a vector image - To explore a range of digital drawing tools - To import images and create an eBook	
RE Key Question	HINDU DHARMA What do Hindu’s believe about God?	CHRISTIANITY -JESUS Why is Jesus so special to Christians?	ISLAM How might beliefs about creation affect the way people treat the world?	CHRISTIANITY – GOD Why do Christians say God is a ‘Father’?	JUDAISM Why might some people put their trust in God?	CHRISTIANITY-THE CHURCH How might some people show they ‘belong’ to God?



AUGHTON CHRIST CHURCH Y1 CURRICULUM MAP

What do people say about God?									
MUSIC <i>Delivered through Charanga</i>	HEY YOU How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song. Begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.	RHYTHM IN THE WAY WE WALK AND THE BANANA RAP How pulse, rhythm and pitch work together. Singing and rapping.	IN THE GROOVE Playing/singing in different styles and learning about those styles.	ROUND AND ROUND Playing/singing in different styles and learning about those styles.	YOUR IMAGINATION Create your own lyrics. Mixed styles and listening to songs/music about using your Imagination.	REFLECT REWIND AND REPLAY Revision and deciding what to perform. Listen to Western Classical Music. The language of music.			
PE	FMS			FMS			FMS		
ENRICHMENT OPPORTUNITIES	Outdoor Learning	Cultural Diversity Black History Month Workshop with Pearl of Africa Choir	Community Opportunities Harvest Church Service performance	Outdoor Learning	Cultural Diversity Diversity of explorers studied.	Community Opportunities	Outdoor Learning Study of plants/trees in school grounds.	Cultural Diversity	Community Opportunities Safety talk from Lancashire Police