



AUGHTON CHRIST CHURCH Y1 CURRICULUM MAP

SUBJECT	Autumn			Spring			Summer		
TOPIC TITLE	Family Album			Great Explorers			Buckets and Spades		
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	<p>Harry the Happy Mouse – Story with a familiar setting Children will read 'Harry the Happy Mouse' by N.G.K. and Janelle Dimmett. Children will be able to construct their own short narrative based on a story map.</p> <p>Stories with repetitive patterns Children will read 'Zog by Julia Donaldson' and 'Peepo by Allan Ahlberg'. They will be able to make predictions based on what they have read and discuss the main characters and events. They will then create their own story maps and orally retell their innovated story before writing their own story with a repetitive pattern.</p>	<p>Harry the Happy Mouse – Information Text Children will read a variety of information texts before creating an information poster focused on an animal.</p>	<p>Harry the Happy Mouse – Poetry, Songs and Rhymes Children will be able to discuss what they like/dislike about a variety of poems. They will be able to understand what a poem is about and join in with saying a poem. Children will then create their own poem based on a model.</p>	<p>Traditional tales Children will read 'Little Red Riding Hood' and then 'The Cat, the Dog, Little Red, Exploding Eggs, the Wolf and the Grandma by Diane Fox' and discuss the main characters in the story before writing their own version of the story.</p>	<p>Instructions After listening to a range of instructions and explaining clearly their understanding of what is read to them, children will then write their own set of instructions based on a model.</p>	<p>Traditional Rhymes Children will be able to join in with traditional rhymes; recite rhymes and poems off by heart; use patterns and repetition to support oral retelling. Children will then write their own version on 'Mary, Mary, Quite Contrary'.</p>	<p>Stories with fantasy settings After reading 'No-Bot' by Sue Hendra, children will use familiar plots to structure the opening, middle and ending of their own fantasy story.</p>	<p>Non-chronological report Children will be able to gather information from a range of sources and ask and answer questions by finding information in non-fiction texts. They will read 'At the Seaside big book' and then construct their own non-chronological poster or booklet organised in specific sections using joining word 'and', full stops, capital letters and question marks about a seaside destination.</p>	<p>Poems for learning by heart Children will be able to recognise and join in with language patterns and repetition to recite a poem or verse. They will then write their own innovated version of a poem.</p>
HISTORY	<p>FAMILY ALBUM Children learn what the monarchy is and study the line of succession to the throne. Children learn about the life of Queen Elizabeth II and her coronation. Children consider changes within own living memory and consider aspects of national life as well as events more familiar to them.</p>			<p>EXPLORERS Children study significant individuals who have contributed to national and international achievements- children learn the difference between 'significant' and 'famous'.</p>			<p>SEASIDE THEN AND NOW Children learn about holidays in the past compared with holidays now. Consider events and places within their own living memory compare with events and places beyond their own memory.</p>		
GEOGRAPHY	<p>UK Learn to name and locate and identify characteristics of four countries of the UK and capital cities and surrounding seas</p>			<p>EXPLORERS Hot and cold places of the Earth Children learn about the world and think geographically about continents, oceans, hot and cold places and how these are different to the UK</p>			<p>SMALL AREA OF UK Where do they play and have fun and what are these places like? Which are built places and which are natural places? Do they have a garden or other outside space at home?</p>		
SCIENCE	<p>Animals – Humans Pupils should be taught to:</p> <ul style="list-style-type: none"> 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.). 	<p>Animals - Other Animals</p> <ul style="list-style-type: none"> 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 	<p>Plants: Common Names and Basic Structure Pupils should be taught to:</p> <ul style="list-style-type: none"> 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). 	<p>Material Properties – Everyday Materials</p> <ul style="list-style-type: none"> 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. 	<p>Light and Astronomy – Seasonal Change</p> <ul style="list-style-type: none"> Observe and describe changes across the four seasons. Observe and describe weather associated with the seasons and how day length and temperature varies. 				



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	<ul style="list-style-type: none"> Recognise that humans have many similarities. 					
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 Create, select and use textured paper for an image.		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	
	DESIGN TECHNOLOGY	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.		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. Know about the need for a variety of foods in a diet.		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.
RSE <i>Delivered through SCARF</i>	ME AND MY RELATIONSHIPS Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends How are you listening?	VALUING DIFFERENCES Same or different? Unkind, tease or bully Harold's school rules Who are our special people? It's not fair!	KEEPING MYSELF SAFE Who can help? Super Sleep Who can help me? Harold loses Geoffrey What could Harold do? Good or bad touches?	RIGHTS AND RESPONSIBILITIES Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	BEING MY BEST I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise Harold has a bad day	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	iAlgorithm Children are introduced to the concept that algorithms are a precise set of instructions that are followed in order, to complete a task. <ul style="list-style-type: none"> 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 iWatch (Online Safety) Children understand what being online may look like, the different feelings we can experience online and how to identify adults who can help. iWrite Children understand that text can be created in a number of ways <ul style="list-style-type: none"> 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 iPlay – Session 1 (Online Safety) 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.		iData Use technology purposefully to create, organise, store, manipulate and retrieve digital content <ul style="list-style-type: none"> 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 ONLINE SAFETY WEEK – 7th Feb 2023 Children talk about what personal information means to them and how important it is to keep this information safe. iProgram (Unit1) Understand what algorithms are; how they are implemented as programs on digital devices and recognise common uses of information technology beyond school. <ul style="list-style-type: none"> 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 iShare 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.		iModel Children use technology purposefully to create, organise, store, manipulate and retrieve digital content. <ul style="list-style-type: none"> 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 iPlay - session 2 (Online Safety) 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. iProgram (Unit 2) 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. <ul style="list-style-type: none"> 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 VISIT FROM LANCASHIRE POLICE – (ONLINE SAFETY) Why is it important to stay safe online?	



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							iDraw Children use technology purposefully to create, organise, store, manipulate and retrieve digital content. <ul style="list-style-type: none"> 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 What do people say about God?	HINDU DHARMA What is God like?	Christianity -GOD What do special stories teach worshippers and others?	BUDDHISM How do some people behave because they believe in God?	CHRISTIANITY -JESUS Why do some people have religious rituals?	SIKH DHARAM How do some people find out about God?	CHRISTIANITY-THE CHURCH What do some people do because they believe in God?			
MUSIC Delivered through Charanga	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	OAA, FMS & Multi-skill		Invasion Games, Dance & Athletics		Athletics, Basketball & Tennis				
ENRICHMENT OPPORTUNITIES	Outdoor Learning Class trip to Blue Planet Aquarium. Continuous measuring of temperature (Science).	Cultural Diversity Diversity of National events studied.	Community Opportunities Harvest Church Service performance	Outdoor Learning Study of plants/trees in school grounds. Continuous measuring of temperature (Science).	Cultural Diversity Diversity of explorers studied.	Community Opportunities	Outdoor Learning Class trip to Southport Continuous measuring of temperature (Science).	Cultural Diversity	Community Opportunities