KS1 Curriculum Map 2015-2016 (Year 1: Cycle A)

	objectives	Autumn		Spring	Summer
		I'm Alive	Amazing Arctic	British Inventors	Under the Sea
Science	**Working Scientifically** • 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 their observations and ideas to suggest answers to questions				
	• Gathering and recording data to help in answering questions.				
	Plants • To identify and name a variety of common wild and garden plants, deciduous and evergreen trees				Plants associated with the coast, under the sea
	• To identify and describe the basic structure of a variety of common flowering plants, including trees				
	Animals including Humans • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Focus on land animals e.g. birds, mammals etc			Focus on fish, amphibians and sea animals
	• 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)				
	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense				
	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				
	Seasonal Changes • Observe changes across the four seasons				
	• Observe and describe weather associated with the seasons and how day length varies				

objectives		Autumn		Spring	Summer
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Computing	**We Are TV Chefs (Unit 1.2)**	Filming the steps of a recipe			
	• 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				
	• Recognise common uses of information technology beyond school				
	• Use logical reasoning to predict the behaviour of simple programs				
	We Are Treasure Hunters (Unit 1.1)				Using Programmable Toys
	• 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				
	• Recognise common uses of information technology beyond school				
	• Use logical reasoning to predict the behaviour of simple programs				
	We are Celebrating (Unit 1.6)		Creating card digitally		
	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content				
	• Recognise common uses of information technology beyond school				
	• 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				
	We are Collectors (Unit 1.4)				Finding Images using the web
	• 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				
	• Recognise common uses of information technology beyond school				
	• Use technology safely and respectfully, keeping personal information private				

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	We are Painters (Unit 1.3) • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school • 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			Illustrating an e book	
	We are Storytellers (Unit 1.5) • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school • 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			producing a talking book	
History	**Changes within Living Memory** • Where appropriate, these should be used to reveal aspects of change in national life	Photographs of themselves as babies Once there were giants – Martin Waddell			
	Significant Individuals • Pupils will learn about the lives of significant individuals in the past that have contributed to national and international achievements			Inventor to be decided	
	Events Beyond Living Memory • Events beyond living memory that are significant nationally or globally				
	Significant Historical Events • Significant historical events, people and places in their own locality				
Geography	**Locational knowledge** • Name and locate the world's seven continents and five oceans				
	• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Where we live			

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Place knowledge • 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				
Human and physical geography • 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				
• Use basic geographical vocabulary to refer to: - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop				
Geographical skills and fieldwork • 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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map				
• 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	Our school			

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Design Technology	**Design** • Design purposeful, functional, appealing products for themselves and other users based on design criteria				
	• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology				
	Make • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]				
	• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics				
	Evaluate • Explore and evaluate a range of existing products				
	• Evaluate their ideas and products against design criteria				
	Technical Knowledge • Build structures, exploring how they can be made stronger, stiffer and more stable				
	• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.				
	Cooking and Nutrition • Use the basic principles of a healthy and varied diet to prepare dishes	Making Fruit Kebabs			
	• Understand where food comes from				
Art	**Drawing** • To use drawing to develop and share their ideas; experiences and imagination				
	Painting • To use painting to develop and share their ideas; experiences and imagination				Colour mixing

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		I'm Alive	Amazing Arctic	British Inventors	Under the Sea
	Sculpture • To use drawing to develop and share their ideas; experiences and imagination				
	Printing • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Hand printing and vegetable printing			
	Collage • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space				
	Textiles • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space				Wax resist and tie dye
	• To use a range of materials creatively to design and make products				
	• Pupils should be taught 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				
Music	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes	**Music Express** **Ourselves**	**Music Express** **Seasons**	**Music Express** **Machines** **Number**	**Music Express** **Water** **Animals**
	• Play tuned and un-tuned instruments musically				
	• Listen with concentration and understanding to a range of high-quality live and recorded music				
	• Experiment with, create, select and combine sounds using the inter-related dimensions of music				
P.E	• 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				
	• Perform dances using simple movement patterns				