

Year 1 Curriculum Mapping Science and Topic Units

The objectives for these units are taken from the new national curriculum. The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Working Scientifically: Ongoing Unit During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> ➤ 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. 					
Science: Ongoing Unit - Seasonal Change Science - Pupils should be taught to: <ul style="list-style-type: none"> ➤ observe changes across the four seasons ➤ observe and describe weather associated with the seasons and how day length varies. Human and physical geography identify seasonal and daily weather patterns in the United Kingdom					
Science: Animals including humans	Science: Everyday Materials Types of materials	Science: Plants	Science: Food and Farming Theme 3 Food Glorious Food	Science: Plants	
Pupils should be taught to: <ul style="list-style-type: none"> - 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 - 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. 	Pupils should be taught to: <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, 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. 	Pupils should be taught to: <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. 	Pupils should be taught to: <ul style="list-style-type: none"> - identify and name a variety of common animals that are carnivores, herbivores and omnivores - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Focus on these objectives as others are taught elsewhere throughout the year.	Pupils should be taught to: <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. 	

Topic: Carnival of the Animals Theme 2	Topic: Black History month	Topic: Babies and Play (Toys) Theme 4	Topic: Houses and Homes Theme 2 & 3	Topic: Food and farming Theme 3 & 4
<p>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</p> <p>Human and physical geography use basic geographical vocabulary to refer to: identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Historical content Pupils should be taught about: the lives of significant individuals in the past who have contributed to national and international achievements. (Mary Anning - Fossil Hunter)</p>	<p>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</p> <p>History Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>History Pupils should be taught about significant historical events, people and places in their own locality.</p>	<p>History Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>History Pupils should be taught about: significant historical events, people and places in their own locality.</p> <p>use basic geographical vocabulary to refer to:</p> <p>Human and physical geography use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork 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.</p>	<p>Locational knowledge name and locate the world's seven continents and five oceans</p> <p>Locational knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and physical geography use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Human and physical geography 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</p>
<p>Music On-going Skills: Weekly singing assemblies - Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>				
<p>Music: Carnival of the Animals - Using aural skills and musical movement, composing animal music.</p>	<p>Music: Feel the Pulse - Exploring pulse rhythm.</p>	<p>Music: The Long and the Short of it - Exploring duration</p>	<p>Music: Make a Band - Improving skills on tuned percussion instruments</p>	
<p>Music Content Pupils should be taught to: experiment with, create, select and combine sounds using the inter-</p>	<p>Music Content Pupils should be taught to: play</p>	<p>Music Content Pupils should be taught to: play</p>	<p>Music Content Pupils should be taught to: use their voices expressively and creatively by singing songs and</p>	

related dimensions of music; listen with concentration and understanding to a range of high-quality live and recorded music.		tuned and untuned instruments musically; experiment with, create, select and combine sounds using the inter-related dimensions of music.	tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music	speaking chants and rhymes; play tuned and untuned instruments musically	
PSHE: Citizenship: roles and responsibilities at home and school	PSHE: Fun, food and fitness: fun times	PSHE: Keeping safe and well: looking after myself	Drug, alcohol and tobacco education: what goes into and onto bodies?	Mental health: good feelings / not so good feelings (including loss and bereavement)	Financial capability: money
PSHE Content Pupils learn: <ol style="list-style-type: none"> about people that are special to them and what they do about the roles of different people in the school about things they are responsible for at home and school 	PSHE Content Pupils learn: <ol style="list-style-type: none"> about special foods and drinks that are associated with different cultures, customs and celebrations how different active playground games make them feel and to make choices about which they enjoy 	PSHE Content Pupils learn: <ol style="list-style-type: none"> about personal safety and who they can talk to for help about germs and the importance of personal hygiene about people who help us to stay healthy and well (eg: dentists, doctors, nurses) 	PSHE Content Pupils learn: <ol style="list-style-type: none"> about what can go <u>into</u> bodies and how it can make people feel about what can <u>onto</u> bodies and how it can make people feel 	PSHE Content Pupils learn: <ol style="list-style-type: none"> about times when people feel joyful / happy about losing something special and how it feels how people feel when someone or something special dies and what can help them to feel better 	PSHE Content Pupils learn: <ol style="list-style-type: none"> where money comes from and the importance of keeping money safe to make simple choices about how they spend their money about saving money
Cooking and Nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking Week takes place once a term and where possible is linked to topic or science.					
Cooking and Nutrition Content Pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes & understand where food comes from.					
PE Gymnastics	PE Dance	PE Gymnastics	PE Dance	PE Athletics	PE Gymnastics
Pupils should be taught to: master basic movements developing balance, agility and co-ordination	Pupils should be taught to: perform dances using simple movement patterns.	Pupils should be taught to: master basic movements developing balance, agility and co-ordination	Pupils should be taught to: perform dances using simple movement patterns.	Pupils should be taught to: master basic movements including running, jumping and throwing and catching	Pupils should be taught to: master basic movements developing balance, agility and co-ordination
PE Teamwork and Multi Skills Games		PE Teamwork and Multi Skills Games		PE Teamwork and Multi Skills Games	
Pupils should be taught to: participate in team games, developing simple tactics for attacking and defending		Pupils should be taught to: participate in team games, developing simple tactics for attacking and defending		Pupils should be taught to: participate in team games, developing simple tactics for attacking and defending	