



St John's Primary School

YEAR 1 CURRICULUM MAP

Cycle 1: 2023/ 2024



Term	Art & Design	Computing	DT	Geography	History	Music	PE	RE	Science
Autumn 1	<p>Superheroes <i>Learning/ Techniques</i> Pop Art (Roy Lichtenstein) Sketching and Painting. C & RT Community</p>	<p>Online Safety and Exploring Purple Mash <i>E-safety</i> Login, save work and explore the tools of purple mash. C & RT</p> <p>Grouping and Sorting <i>Using Computer</i> Sorting objects in real life and on the computer. C & RT</p>	Art focus for Autumn 1	<p>Locational knowledge/ Place knowledge Look at school and surrounding area, Identify from aerial maps.</p>	<p>Chronological Understanding, Historical Enquiry: <i>Understanding of events, people and changes</i> Community Superheroes, Florence Nightingale & Mary Seacole, research and comparison between past and present. Community Outdoors Challenge and Risk Taking (Superheroes)</p> <p>Black History Month <i>Understanding of events, people and changes</i> C & RT</p>	<p>In The Groove <i>Listen and appraise/ Perform</i> Looking at different styles of music. S & C</p>	<p>Multi skills/ Boot camp They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to 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</p>	<p>Christianity: Why do Christians call God Creator? To understand that most Christians believe God created the world and that the Bible tells the overarching account of God's plan.</p>	<p>Superheroes <i>Scientists and inventors</i> Learn about scientists and explore their inventions. C & RT Outdoors</p>
Autumn 2	<p>Going Out With A Bang! <i>Learning/ Techniques</i> Combining mediums to create firework pictures. Portrait sketching including sketching. C & RT Community</p>	<p>Pictograms <i>Using Computer</i> Using pictograms to represent data. C & RT</p> <p>Lego Builders <i>Coding</i> Creating simple instructions. C & RT</p>	<p>Going Out With A Bang! <i>Processes</i> Nativity production including set design and programmes. C & RT Community S & C</p>	<p>Going Out With A Bang! Locational knowledge/ Place knowledge Locate London Capital cities of UK Outdoors</p>	<p>Going Out With A Bang! Chronological Understanding, Historical Enquiry: Learning about main events of the Gunpowder Plot and key figures – Guy Fawkes, Thomas Percy; how Gunpowder plot is remembered today C & RT</p>	<p>Going Out With A Bang! <i>Perform</i> Take part in the nativity production and school carol concert. C & RT Community S & C</p> <p>Hands, Feet and Heart <i>Listen and appraise/ Perform</i> Learning about South African music. S & C</p>	<p>Mighty Movers (Running)/ Story Time Dance Pupils should be taught to 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 Pupils should be taught to perform dances using simple movement patterns.</p>	<p>Christianity: What is the nativity and why is it important to Christians? To understand that for most Christians, Jesus was God's Son, who was born in a stable in Bethlehem, and grew up to teach people about God. Spiritual and Cultural Community</p>	<p>Going Out With A Bang! <i>Seasonal Changes</i> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. C & RT Outdoors</p>
Year 1 Curriculum Map - Spring Term									
Spring 1	<p>Going Out With A Bang! <i>Learning/ Techniques</i> Monet – landscape of Houses of Parliament Perspective, shading, highlighting, oil pastels C & RT Community</p>	<p>Maze Explorers <i>Coding</i> Using directions to move around a maze. Creating simple instructions. C & RT</p>	Art focus for Spring 1	<p>Going Out With A Bang! Geographical skills and fieldwork/ locational knowledge Construct simple maps and keys/ use a compass/ research and identify 7 continents and 5 oceans. Outdoors C & RT</p>	<p>Going Out With A Bang! Chronological Understanding, Historical Enquiry: Learning about main events of the Gunpowder Plot and key figures – Guy Fawkes, Thomas Percy; how Gunpowder plot is remembered today C & RT</p>	<p>Percussion World Steps 1-3 <i>Listen and appraise/ Perform/ Compose</i> Using percussion in different ways. S & C C & RT</p>	<p>Skip to the Beat/Groovy Gymnastics They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to 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.</p>	<p>Judaism: Why do Jewish families celebrate the gift of Shabbat? Explore why rest might be important, and investigate the significance of Shabbat for most Jewish families as a time set apart from the rest of the week.</p>	<p>Going Out With A Bang! <i>Materials</i> 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. C & RT Outdoors</p>
Spring 2	<p>Jungle Fever <i>Learning/ Techniques</i> Painting – Rousseau Sketching/ Drawing/ Painting. Outdoors</p>	<p>Animated Story Books <i>Using Computer</i> Creating stories and enhancing them with animations. C & RT</p>	Art focus for Spring 2	<p>Jungle Fever Human and physical Geography/ place knowledge Comparing Redhill and the jungle. Y2 Extension: Write a paragraph to compare the differences in plants and animals between the two places. Plenary: Sort physical and human geographical features into jungle/ local area Making weather reports. Comparing weather in Redhill with weather in jungle (Amazon rainforest) Outdoors C & RT</p>	<p>Chronological Understanding, Historical Enquiry Charles Darwin (explorer/ naturalist and geologist) Local links – Leith Hill Place. Look at travels/ findings XC – science C & RT Outdoors</p>	<p>Percussion World Steps 4-6 <i>Listen and appraise/ Perform/ Compose</i> Using percussion in different ways. S & C C & RT</p>	<p>Brilliant Ball Skills/ Gymfit Circuits They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Christianity: What do Christians learn from the stories of Jesus? Explore how Jesus lived, highlighting that many of his experiences were the same as ours (human), whilst many others were exceptional (indicative of his holiness). Spiritual and Cultural Community</p>	<p>Jungle Fever <i>Animals, including humans</i> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Group animals according to what they eat. 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). Outdoors</p>
Year 1 Curriculum Map - Summer Term									

Summer 1	DT focus for Summer Term	<p>Coding Coding/ Using Computer Introducing block coding and moving characters. C & RT</p>	<p>Turrets and Tiaras Processes Design/ joining materials Castle building by junk modelling. Design/ sewing class tapestry. C & RT Outdoors Community</p>	<p>Turrets and Tiaras Geographical skills and fieldwork/ locational knowledge Where to build a castle? Map work and research. C & RT Outdoors</p>	<p>Part of Summer 1 (Geography focus: Jungle Fever) Turrets and Tiaras Geographical skills and fieldwork/ locational knowledge Where to build a castle Map work/ research C & RT Outdoors</p>	<p>Percussion World Steps 7-8 Listen and appraise/ Perform/ Compose Using percussion in different ways. S & C C & RT</p>	<p>Throwing and Catching/ Cool Core (Strength) They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>	<p>What is important for Muslim families? Explore key beliefs about Muhammad (PBUH - 'Peace Be Upon Him') and the Qur'an so that children can see what is important for most Muslim families and how this shapes their lives.</p>	<p>Turrets and Tiaras 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. C & RT Outdoors</p> <p>Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. C & RT Outdoors</p>
		<p>Spreadsheets Using Computer Introducing spreadsheets and adding images. C & RT</p> <p>Technology outside school Computers Find examples of where technology has been used. C & RT</p>				<p>Percussion World Steps 9-10 Listen and appraise/ Perform/ Compose Using percussion in different ways. S & C C & RT</p>	<p>Active Athletics/ Fitness Frenzy Pupils should be taught to participate in team games, developing simple tactics for attacking and defending. Pupils should be taught to 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</p>	<p>Thematic: Why should we look after our world Reflect on the natural world, what makes it precious and why and how we should care for it. As well as religious creation accounts know that non-religious people also show wonder at the natural world, concern about environmental issues and have beliefs about how the world came to be. Spiritual and Cultural Community</p>	
Summer 2									

Statement

Term	Art & Design	Computing	DT	Geography	History	Music	PE	RE	Science
Autumn 1	<p>My Favourite Things <i>Learning/ Techniques</i> Sketching of toys/ still life.</p> <p>Black History Month Look at work of Emily Kame Kngwarreye and produce a class canvas in her style. <i>Spiritual and Cultural Community</i></p>	<p>Online Safety and Exploring Purple Mash <i>E-safety</i> Login, save work and explore the tools of purple mash. C & RT</p> <p>Grouping and Sorting <i>Using Computer</i> Sorting objects in real life and on the computer. C & RT</p>	<p>My Favourite Things <i>Processes</i> Design/ make/ evaluate peg doll. C & RT</p>	<p>My Favourite Things Locational knowledge/ Place knowledge Look at school and surrounding area. Identify from aerial maps.</p>	<p>My Favourite Things Chronological Understanding/ Historical Enquiry/ Organisation and Communication Investigate and explore the timeline of toys, time vocabulary, placing toys on timeline, Venn diagram to sort old and new toys, make peg doll Outdoors Community</p> <p>Black History Month <i>Understanding of events, people and changes</i> C & RT</p>	<p>In The Groove <i>Listen and appraise/ Perform</i> Looking at different styles of music. S & C</p>	<p>Multi skills/ Boot camp They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to 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</p>	<p>Christianity: Why do Christians call God Creator? To understand that most Christians believe God created the world and that the Bible tells the overarching account of God's plan. C & RT</p>	<p>My Favourite Things <i>Seasonal Changes</i> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. C & RT Outdoors</p>
	<p>Fire <i>Learning/ Techniques</i> Class collage on Great Fire of London facts. C & RT</p>	<p>Pictograms <i>Using Computer</i> Using pictograms to represent data. C & RT</p> <p>Lego Builders <i>Coding</i> Creating simple instructions. C & RT</p>	<p>Fire <i>Processes</i> Design and make a Jam jar silhouette light. C & RT</p>	<p>Fire Locational knowledge/ Place knowledge Locate London Capital cities of UK Outdoors</p>	<p>Fire Chronological understanding/ Historical enquiry/ Historical Interpretation/ Organisation and communication/ Understanding of events, people and changes Great Fire of London workshop; Revise timelines from previous topic and discuss sequencing of Great Fire of London/comparing London now and then - houses & transport; compare being a firefighter in 1666 and now. Samuel Pepys. C & RT</p>	<p>Fire <i>Listen and appraise/ perform</i> Take part in nativity production and school carol concert. C & RT Community S & C</p> <p>Hands, Feet and Heart <i>Listen and appraise/ Perform</i> Learning about South African music. S & C</p>	<p>Mighty Movers (Running)/ Story Time Dance Pupils should be taught to 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 Pupils should be taught to perform dances using simple movement patterns.</p>	<p>Christianity: What is the nativity and why is it important to Christians? To understand that for most Christians, Jesus was God's Son, who was born in a stable in Bethlehem, and grew up to teach people about God. <i>Spiritual and Cultural Community</i></p>	<p>Fire <i>Materials</i> 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. C & RT Outdoors</p>
Year 1 Curriculum Map - Spring Term									
Spring 1	<p>Frozen <i>Learning/ Techniques</i> Group collage of polar animal. C & RT</p> <p><i>Learning/ Techniques</i> Sketching/ using thick and line lines/ shading – completing portrait of Matthew Henson C & RT</p>	<p>Maze Explorers <i>Coding</i> Using directions to move around a maze. Creating simple instructions. C & RT</p>	<p>Frozen <i>Processes</i> Design and sew arctic coat. C & RT</p>	<p>Frozen Geographical skills and fieldwork/ Locational knowledge/ Place knowledge/ Human and physical geography Identify continents and oceans. Find polar regions. Y2 learn about Equator. Comparing locations, research, map and atlas work Identify human and physical features of Redhill at the common. Label a photo taken on common of human and physical features. Use maps to answer Q about Polar regions. Compare weather, landscape, animals and people. Talk by parent about expedition to Antarctica. Outdoors</p>	<p>Frozen Historical Interpretation/ Understanding of events, people and changes Research into explorers Matthew Henson and Felicity Anston and compare/ preparation for an expedition. C & RT Outdoors</p>	<p>Percussion World Steps 1-3 <i>Listen and appraise/ Perform/ Compose</i> Using percussion in different ways. S & C C & RT</p>	<p>Skip to the Beat/Groovy Gymnastics They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to 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.</p>	<p>Judaism: Why do Jewish families celebrate the gift of Shabbat? Explore why rest might be important, and investigate the significance of Shabbat for most Jewish families as a time set apart from the rest of the week.</p>	<p>Frozen <i>Animals, including humans</i> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Group animals according to what they eat. 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). Outdoors</p>

Spring 2	<p>Frozen Learning/ Techniques Group collage of polar animal. C & RT</p> <p><i>Learning/ Techniques</i> Sketching/ using thick and line lines/ shading – completing portrait of Matthew Henson C & RT</p>	<p>Animated Story Books <i>Using Computer</i> Creating stories and enhancing them with animations. C & RT</p>	Art focus for Spring 2	<p>Frozen Human and physical/ Place knowledge Identify local weather and seasonal weather. Y2 compare 4 seasons/Film a weather report for a different season using map of UK. Use geographical vocabulary to describe human and physical features of different landscapes (bingo game – find geographical features in artwork and represent a feature in Lego, then explain meaning). C & RT Outdoors</p>	<p>Frozen Historical Interpretation/ Understanding of events, people and changes Research into explorers Matthew Henson and Felicity Anston and compare/ preparation for an expedition. C & RT Outdoors</p>	<p>Percussion World Steps 4-6 <i>Listen and appraise/ Perform/ Compose</i> Using percussion in different ways. S & C C & RT</p>	<p>Brilliant Ball Skills/ Gymfit Circuits They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>	<p>Christianity: What do Christians learn from the stories of Jesus?</p> <p>Explore how Jesus lived, highlighting that many of his experiences were the same as ours (human), whilst many others were exceptional (indicative of his holiness). Spiritual and Cultural Community</p>	<p>Frozen 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. C & RT Outdoors</p>
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Year 1 Curriculum Map - Summer Term

Summer 1	<p>Up! Learning/ Techniques Van Gogh Painting different type of skies Andy Warhol printing using natural and man-made materials to create hot air balloon pictures C & RT Outdoors</p>	<p>Coding <i>Coding/ Using Computer</i> Introducing block coding and moving characters. C & RT</p>	<p>Up! <i>Making solar powered vehicles</i> <i>Designing and building bridges</i> C & RT Outdoors</p>	<p>Up! Human and physical/ Place knowledge Identify local weather and seasonal weather. Y2 compare 4 seasons/Film a weather report for a different season using map of UK. Use geographical vocabulary to describe human and physical features of different landscapes (bingo game – find geographical features in artwork and represent a feature in Lego, then explain meaning). C & RT Outdoors</p>	<p>Up! Understanding of events, people and changes Significant event/ person in local area – Hilda Hewlitt (first woman to get pilots licence)/ Amelia Earhart. History of Gatwick Airport</p>	<p>Percussion World Steps 7-8 <i>Listen and appraise/ Perform/ Compose</i> Using percussion in different ways. S & C C & RT</p>	<p>Throwing and Catching/ Cool Core (Strength) They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>	<p>What is important for Muslim families?</p> <p>Explore key beliefs about Muhammad (PBUH - 'Peace Be Upon Him') and the Qur'an so that children can see what is important for most Muslim families and how this shapes their lives.</p>	<p>Up! <i>Animals including humans</i> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. C & RT Outdoors</p>
	<p>Summer 2</p>	<p>Spreadsheets <i>Using Computer</i> Introducing spreadsheets and adding images. C & RT</p> <p>Technology outside school <i>Computers</i> Find examples of where technology has been used. C & RT</p>	<p>Up! <i>Cooking and nutrition</i> Identify where food comes from/ prepare food for picnic C & RT Outdoors Community</p>	<p>Up! Geographical skills and fieldwork Investigation into school and locality. LI: To use simple observational skills to study the geography of the school and its grounds Y2 Extension: <i>identify if each feature is human or physical.</i> C & RT Outdoors Community</p>		<p>Percussion World Steps 9-10 <i>Listen and appraise/ Perform/ Compose</i> Using percussion in different ways. S & C C & RT</p>	<p>Active Athletics/ Fitness Frenzy Pupils should be taught to participate in team games, developing simple tactics for attacking and defending. Pupils should be taught to 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</p>	<p>Thematic: Why should we look after our world</p> <p>Reflect on the natural world, what makes it precious and why and how we should care for it. As well as religious creation accounts know that non-religious people also show wonder at the natural world, concern about environmental issues and have beliefs about how the world came to be. Spiritual and Cultural Community</p>	<p>Up! <i>Scientists and inventors</i> Learn about scientists and explore their inventions. C & RT Outdoors</p>

Statement