

Chapmanslade Primary School Class Curriculum Map Year A 2023-24 – Blossom (Y1) & Willow Class Y1/2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	<p>Yr1: What are the seen body parts called and what are the five senses?</p> <p>Yr2: Why is it important to keep our bodies healthy?</p> <p>ANIMALS – KNOWING SEEN PARTS OF THE HUMAN BODY</p> <p>Yr1: Know the name of parts of the human body that can be seen.</p> <p>Know which sense is associated with which part of the body.</p> <p>Yr2: Know the basic stages in a life cycle for animals (including humans).</p> <p>Know why exercise and a balanced diet are essential for humans.</p> <p>Know why having good hygiene is important for humans.</p> <p><u>Working Scientifically:</u></p> <p>Yr1: Pattern seeking</p> <ul style="list-style-type: none"> •Height and weight changes as we get older. <p>Yr2: Investigation</p> <ul style="list-style-type: none"> •Set up an investigation to find out who is the fittest in the class. <p>Grouping and Classifying</p> <ul style="list-style-type: none"> •Identify the off-spring of different animals. 	<p>How do the seasons change?</p> <p>SEASONAL CHANGES 1 (AUTUMN)</p> <p>Observe and know about the changes in the seasons.</p> <p>Name the seasons and know about the type of weather in each season.</p> <p><u>Working Scientifically:</u></p> <p>Observe and know about the changes in the seasons</p> <ul style="list-style-type: none"> •Name the seasons and know about the type of weather in each season. 	<p>What are the materials that are around us called?</p> <p>SEASONAL CHANGES 2 (WINTER)</p> <p>&</p> <p>EVERYDAY MATERIALS</p> <p>Know the name of the materials an object is made from.</p> <p>Know about the properties of everyday materials.</p> <p>Know the difference between wood, plastic, glass, metal, water and rock.</p> <p>Compare and group materials.</p> <p><u>Working Scientifically:</u></p> <p>Comparative and Fair tests</p> <ul style="list-style-type: none"> •Compare the suitability of everyday materials for a specific job, e.g., keeping us warm <p>Grouping and Classifying</p> <ul style="list-style-type: none"> •Identify different materials based on their properties 	<p>How are animals classified?</p> <p>SEASONAL CHANGES 3 (SPRING)</p> <p>&</p> <p>CLASSIFICATION OF ANIMALS</p> <p>-</p> <p>Know and name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Classify and know animals by what they eat (carnivore, herbivore and omnivore).</p> <p>Know how to sort animals into categories (including fish, amphibians, reptiles, birds and mammals).</p> <p>Know how to sort living and non-living things.</p> <p><u>Working Scientifically:</u></p> <p>Research using secondary sources</p> <ul style="list-style-type: none"> •Research animals that live in a particular habitat <p>Grouping and Classifying</p> <ul style="list-style-type: none"> •Group/ classify animals according to what they eat 	<p>What are the different parts of plants called and which birds do you know?</p> <p>SEASONAL CHANGES 4 (SUMMER)</p> <p>&</p> <p>PLANTS</p> <p>Know and name a variety of common wild and garden plants.</p> <p>Know and name the petals, stem, leaves and root of a plant.</p> <p>Know the names of the birds in our school grounds.</p> <p><u>Working Scientifically:</u></p> <p>Observations over time</p> <ul style="list-style-type: none"> •Changes to plants/ trees as they grow or in different seasons <p>Grouping and Classifying</p> <ul style="list-style-type: none"> •Identify local trees and plants. 	

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	WORKING SCIENTIFICALLY					
	<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 observations and ideas to suggest answers to questions ○ gathering and recording data to help in answering questions 					
History	WHAT WAS MY GRANDPARENTS' CHILDHOOD LIKE?		WHY DO WE HAVE CASTLES?		WHAT LESSONS HAVE WE LEARNT FROM THE GREAT FIRE OF LONDON?	
	<p>Know how different our grandparents' toys were.</p> <p>Know what our grandparents' school days were like.</p> <p>Know how shopping habits have changed over the past 50 years.</p> <p>Know how birthday celebrations for children have changed over the past 50 years.</p> <p>Know how what we eat each day has changed over the past 50 years.</p>		<p>Know that castles were built to keep people safe and secure.</p> <p>Know that there are many stories associated with castles.</p> <p>Know that there is probably a castle far from where you live.</p> <p>Know the names of the different features of a castle.</p>		<p>Know where London is.</p> <p>Know that a great fire engulfed London in the past.</p> <p>Know that they found it difficult to control the fire.</p> <p>Know that much of what we know about the fire comes from the diary of Samuel Pepys.</p> <p>Know how firefighting equipment has changed over the years.</p>	
	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied					
Geography	WHAT DO I KNOW ABOUT THE UK AND WHERE I LIVE?		WHAT GOES ON AT AN AIRPORT AND TRAIN STATION?		WHY DO WE RECYCLE?	
	<p>Know where England, Northern Ireland, Scotland and Wales are on a map of the UK.</p> <p>Know N, E, S and W on a compass.</p> <p>Know their address, including postcode.</p> <p>Know the name of their nearest town or city.</p> <p>Be able to locate their nearest town or city on a map of the United Kingdom.</p>		<p>Know the protocols linked to air travel.</p> <p>Know what a passport is.</p> <p>Know why security is very important for both modes of travel.</p> <p>Know how important timetables are when travelling by train or air.</p> <p>Know the names of the UK's main airports.</p> <p>Know the location of the world's busiest airports.</p> <p>Explain some advantages and disadvantages of living in a city or village.</p>		<p>Understand what we mean by recycling</p> <p>Recognise why plastic causes us concern</p> <p>Become familiar with words and phrases like; sustainability, recycle, and environmentally friendly</p>	
RE	RELIGION: CHRISTIANITY		RELIGION: CHRISTIANITY		RELIGION: JUDAISM	
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	<p><u>Key Question:</u> Who made the world?</p> <p><u>Concept:</u> God/Creation</p> <p>Understanding Christianity 1.2</p>	<p><u>Key question:</u> Why does Christmas matter to Christians?</p> <p><u>Concept:</u> Incarnation</p> <p>Understanding Christianity 1.3</p>	<p><u>Key question:</u> Was it always easy for Jesus to show friendship?</p> <p><u>Concept:</u> Incarnation</p> <p><u>Theme:</u> Jesus as a Friend</p> <p>Discovery RE</p>	<p><u>Key Question:</u> Why does Easter Matter to Christians?</p> <p><u>Concept:</u> Salvation</p> <p>Understanding Christianity 1.5</p>	<p><u>Key Question:</u> Is Shabbat important to Jewish Children?</p> <p><u>Theme:</u> Shabbat</p> <p>Discovery RE</p>	<p><u>Key Question:</u> Are Rosh Hashanah and Yom Kippur important to Jewish Children?</p> <p><u>Theme:</u> Rosh Hashanah and Yom Kippur</p> <p>Discovery RE</p>
<p>PSHE</p>	<p>What is the same and different about us?</p> <ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	<p>Who is special to us?</p> <ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or 	<p>What helps us stay healthy?</p> <ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing 	<p>What can we do with money?</p> <ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 	<p>Who helps to keep us safe?</p> <ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<p>How can we look after each other and the world?</p> <ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group

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		worried				
Computing	Computer Systems and Networks: IT around us	Creating Media: Digital Painting / Making Music	Data Handling: Pictograms		Programming: Introduction to animation	
	<p style="text-align: center;">ONLINE SAFETY</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>					
Art	<p style="text-align: center;">How are lines and shapes used in drawings?</p> <p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> Children develop effective grip using smaller crayons, pencils and pens. Children describe lines, shapes and patterns created. Children demonstrate control when drawing using chalk, wax crayons, pencils, colouring pencils and felt tips. 	<p style="text-align: center;">What are primary and secondary colours?</p> <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> Children select thick and thin paintbrushes for purpose Children hold thick and thin paintbrushes close to the end for control and detail. Children show control when using painting tools. Children mix colours using poster paint, powder paint and watercolour. Children understand the different properties and discuss artist's work Children comment on the warm and cold colours in the work of Joan Amara and Georgia O'Keeffe and recreate their work and similar from observation 	<p style="text-align: center;">How can we manipulate malleable materials?</p> <p style="text-align: center;">Sculpture</p> <ul style="list-style-type: none"> Children confidently handle clay and know how to roll it, knead it and make good attempts at joining it. Children begin to use a range of joining techniques successfully. Children work well as a group and agree on ways forward. Children use a range of recycled materials to create models that have meaning to them. 			
	<p style="text-align: center;">How can we ensure that our sandwich is healthy?</p> <p>FOOD TECHNOLOGY</p> <ul style="list-style-type: none"> Cut food safely Know that all food comes from either plants or animals. Use basic food handling, hygiene practices and personal hygiene Know how to prepare simple dishes safely and hygienically without using a heat source. Know how to use techniques such as cutting, peeling and grating. <p>DESIGNING</p>		<p style="text-align: center;">How can we create a tall structure similar to the ones seen in London?</p> <p>DESIGNING</p> <ul style="list-style-type: none"> Begin to develop their design ideas using research and discussion with peers and adults. Understand the purpose of their product Think of an idea and plan what to do next Explain why they have chosen specific textiles or materials Draw a simple design and label the parts of their product 			
Design & Technology						

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	<ul style="list-style-type: none"> •Begin to research existing sandwiches before designing their own •When researching, find out how which ingredients are healthy. •Explain to someone else how they want to make their sandwich •Begin to develop their own ideas through drawings, and where appropriate, make templates or mock ups. <p>MAKING</p> <ul style="list-style-type: none"> •Begin to make sandwich, taking full account of cutting safely •Find out who likes the various ingredients chosen •With help, measure, mark out and cut ingredients. •Use tools safely (e.g.knife). •Begin to use simple finishing techniques to improve the appearance of their products (i.e. set it out on a plate properly). <p>EVALUATING</p> <ul style="list-style-type: none"> •Explain what went well and not so well in the making of the sandwich they have made •Begin to evaluate their sandwich as they are developed, identifying strengths and possible changes they might make. 				<ul style="list-style-type: none"> •develop their own ideas through drawings, and where appropriate, make templates or mock ups. <p>MAKING</p> <ul style="list-style-type: none"> •Choose tools and materials and explain why they have chosen them •Join materials and components in different ways including glue, sellotape and masking tape. •Build structures, exploring how they can be made stronger, stiffer and more stable. •With help, measure, cut and score with some accuracy. •Start to assemble, join and combine materials in order to make a product. <p>EVALUATING</p> <ul style="list-style-type: none"> •Evaluate their work against their design criteria. •Start to evaluate their product as it is being developed, identifying strengths and possible changes they might make. •With confidence talk about their ideas, saying what they like and dislike about their product. 	
Music	<p>INTRODUCING BEAT</p> <p>Theme: How Can We Make Friends When We Sing Together?</p>		<p>ADDING RHYTHM & PITCH</p> <p>Theme: How Does Music Tell Stories about the Past?</p>	<p>INTRODUCING TEMPO & DYNAMICS</p> <p>Theme: How Does Music Make the World a Better Place?</p>	<p>COMBINING PULSE, RHYTHM & PITCH</p> <p>Theme: How Does Music Help Us to Understand Our Neighbours?</p>	
PE * In some cases we may take	<p>STRIKING & FIELDING</p> <p>I can catch a beanbag and a medium-sized ball.</p>	<p>BALL SKILLS</p> <p>I am beginning to catch with two hands.</p>	<p>DANCE</p> <p>I am beginning to use counts.</p>	<p>GYMNASTICS</p> <p>I am confident to perform in front of others.</p>	<p>INVASION</p> <p>I am beginning to dribble a ball with my hands and feet.</p>	<p>ATHLETICS</p> <p>I am able to throw towards a target.</p>

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<p>advantage of sport specialists/ coaches which may replace our second (bottom) unit</p>	<p>I can roll a ball towards a target.</p> <p>I can strike a ball using my hand.</p> <p>I can track a ball that is coming towards me.</p> <p>I know how to score points.</p> <p>I understand the rules and I am beginning to use these to play honestly and fairly.</p> <p>I understand when I am successful.</p>	<p>I am beginning to dribble a ball with my hands and feet.</p> <p>I am beginning to understand simple tactics.</p> <p>I can roll and throw with some accuracy towards a target.</p> <p>I can say when someone was successful.</p> <p>I can track a ball that is coming towards me.</p> <p>I can work co-operatively with a partner.</p>	<p>I can copy, remember and repeat actions.</p> <p>I can move confidently and safely.</p> <p>I can use different parts of the body in isolation and together.</p> <p>I can work with others to share ideas and select actions.</p> <p>I choose appropriate movements for different dance ideas.</p> <p>I say what I liked about someone else's performance.</p> <p>I show some sense of dynamic and expressive qualities in my dance.</p>	<p>I can link simple actions together to create a sequence.</p> <p>I can make my body tense, relaxed, stretched and curled.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions and shapes.</p> <p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn.</p>	<p>I can change direction to move away from a defender.</p> <p>I can recognise space when playing games.</p> <p>I can send and receive a ball with hands and feet.</p> <p>I can use simple rules to play fairly.</p> <p>I move to stay with another player when defending.</p> <p>I recognise changes in my body when I do exercise.</p> <p>I understand when I am a defender and when I am an attacker.</p>	<p>I am beginning to show balance and co-ordination when changing direction.</p> <p>I am developing overarm throwing.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can run at different speeds.</p> <p>I can work with others and make safe choices.</p> <p>I try my best.</p> <p>I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p>
	<p>TARGET GAMES</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can use an overarm throw aiming towards a target.</p> <p>I can roll a ball towards a target.</p> <p>I can use an underarm throw aiming towards a target.</p> <p>I can work co-operatively with a partner.</p>	<p>FITNESS</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can share my ideas with other people in the class.</p> <p>I can talk about what exercise does to my body.</p> <p>I recognise how exercise makes me feel.</p> <p>I try my best in the challenges I am set.</p> <p>I understand why it is important to warm up.</p>	<p>YOGA</p> <p>I can recognise how yoga makes me both feel physically and mentally.</p> <p>I can remember and repeat actions, linking poses together.</p> <p>I can say what I liked about someone else's flow.</p> <p>I can show an awareness of space when travelling.</p> <p>I can work with others to create poses.</p>	<p>SWIMMING</p> <p>I can explain a pool rule that helps me to stay safe.</p> <p>I can float on my front and back.</p> <p>I can move and submerge confidently in the water.</p> <p>I can swim over a distance of 10m with a buoyancy aid.</p> <p>I know and can demonstrate what to do if I fall into water.</p>	<p>TEAM BUILDING</p> <p>I can communicate simple instructions.</p> <p>I can follow instructions.</p> <p>I can follow path and lead others.</p> <p>I can listen to others' ideas.</p> <p>I can suggest ideas to solve tasks.</p> <p>I can work with a partner and a small group.</p> <p>I understand the rules of the game.</p>	<p>FUNDAMENTALS</p> <p>I can change direction when moving at speed.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can run at different speeds.</p> <p>I can select my own actions in response to a task.</p> <p>I can show hopping and jumping movements.</p>

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	I understand what good technique looks like.					I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed.
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