

Chapmanslade Primary School Class Curriculum Map Year B 2024-25 – Blossom (Y1) & Willow Class Y1/2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	<p>Y1: What are our seen body parts called and what are the five senses? Y2: Why is it important to keep our bodies healthy?</p> <p>ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> know the basic stages in a life cycle for animals (including humans) know why exercise and a balanced diet are essential for humans know why having good hygiene is important for humans <p>Working scientifically:</p> <p>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>Why do animals choose the habitats they have?</p> <p>LIVING THINGS AND THEIR HABITATS</p> <ul style="list-style-type: none"> Identify things that are living, dead and have never lived Know how a specific habitat provides for the basic needs of things living there (plants and animals) Identify and name plants and animals in a range of habitats Match living things to their habitat Know how animals find their food Name some different sources of food for animals Know and explain a simple food chain <p>Working scientifically:</p> <p>Researching</p> <ul style="list-style-type: none"> Research animals and how they adapt to their environment <p>Grouping and Classifying</p> <ul style="list-style-type: none"> Group animals based on their natural habitats 	<p>Y1: What are the materials that are around us called? Y2: How do we make the most of the materials around us?</p> <p>USES OF EVERYDAY MATERIALS</p> <ul style="list-style-type: none"> Identify things that are living, dead and have never lived Know how a specific habitat provides for the basic needs of things living there (plants and animals) Identify and name plants and animals in a range of habitats Match living things to their habitat Know how animals find their food Name some different sources of food for animals Know and explain a simple food chain <p>Working scientifically:</p> <p>Fair testing</p> <ul style="list-style-type: none"> Compare materials to see which is the most waterproof <p>Grouping and Classifying</p> <ul style="list-style-type: none"> Group different materials based on their properties 	<p>What are the different parts of plants called and which birds do you know?</p> <p>PLANTS</p> <ul style="list-style-type: none"> Know and name a variety of common wild and garden plants Know and name the petals, stem, leaves and root of a plant Know the names of the birds in our school grounds <p>Working scientifically:</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 	<p>What do plants and trees need to grow healthily?</p> <p>PLANTS</p> <ul style="list-style-type: none"> Know what a plant needs to grow healthily Know how trees grow from a seed Identify and name trees that are around them. Know what trees need to grow and stay healthy (water, light & suitable temperature) <p>Working scientifically:</p> <p>Fair testing</p> <ul style="list-style-type: none"> Investigate which conditions plants need to grow <p>Observation over time</p> <ul style="list-style-type: none"> Change in plant growth over time <p>Grouping and Classifying</p> <ul style="list-style-type: none"> Identify parts of a plant 	
	<p>WORKING SCIENTIFICALLY</p> <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 					

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History	How did the Victorians influence our life today?		Who are the famous people that have made an impact on the world?		What lessons have we learned from the Great Fire of London?	
	<ul style="list-style-type: none"> • Know what is meant by the term 'industrial revolution' • Know about how the industrial revolution changed different towns and cities in Britain • Know what life was like for most Victorian children • Know what life at home was like for most Victoria people 		<ul style="list-style-type: none"> • Know about people who did something in the past that has impacted our lives today • Know about people who have contributed much to the lives of black people • Know about people who have contributed much to the lives of women • Know about a famous event from the past that we still talk about today • Know about people who have put their lives in danger to make the world a better place 		<ul style="list-style-type: none"> • Know where London is. • Know that a great fire engulfed London in the past. • Know that they found it difficult to control the fire. • Know that much of what we know about the fire comes from the diary of Samuel Pepys. • Know how firefighting equipment has changed over the years. 	
Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied						
Geography	Why are some places in the world always hot and others always cold?		Why do we love to be beside the seaside?		How different would my life be if I lived in Kenya?	
	<ul style="list-style-type: none"> • Know where the Equator is on a world map and globe. • Know where the North and South Poles are on a world map and globe. • Know that some people live in areas of extreme heat or cold. • Know that in some polar regions it can be light or dark all day. • Know some key physical and human features of very hot or cold places. • Know N, E, S and W on a compass. 		<ul style="list-style-type: none"> • Know the names of the four countries that make up the UK • Know the names of the three main seas that surround the UK • Know some of the characteristics associated with a coastal place in comparison to where they live • Know about the key physical and human features of a coastal place • Identify the following physical features: mountain, island, river, cliff, harbour, port and beach 		<ul style="list-style-type: none"> • Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know the main differences between the climate and features of a place in England and that of a small place in a non-European country • Know how human and physical features often depend on the climate of a place. 	
RE	RELIGION: CHRISTIANITY	RELIGION: CHRISTIANITY	RELIGION: JUDAISM	RELIGION: CHRISTIANITY	RELIGION: JUDAISM	RELIGION: JUDAISM
	<p><u>Key Question:</u> What is the good news that Jesus brings?</p> <p><u>Concept:</u> Gospel</p> <p>Understanding Christianity 1.4</p>	<p><u>Key Question:</u> Why do Christians believe God gave Jesus to the world?</p> <p><u>Theme:</u> Christmas-Jesus is a gift from God</p> <p><u>Concept:</u> Incarnation</p>	<p><u>Key Question:</u> How important is it for Jewish people to do what God asks them to do?</p> <p><u>Theme:</u> Passover</p> <p>Discovery RE</p>	<p><u>Key Question:</u> What do Christians believe God is like?</p> <p><u>Concept:</u> Salvation/God</p> <p>Understanding Christianity 1.1</p>	<p><u>Key Question:</u> How special is the relationship Jews have with God?</p> <p><u>Theme:</u> The Covenant</p> <p>Discovery RE</p>	<p><u>Key Question:</u> What is the best way for a Jew to show commitment to God?</p> <p><u>Theme:</u> Rites of Passage and Good Works</p> <p>Discovery RE</p>

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		Discovery RE				
PSHE	<p>What makes a good friend?</p> <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	<p>What is bullying?</p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p>What jobs do people do?</p> <ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life 	<p>What helps us to stay safe?</p> <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across 	<p>What helps us grow and stay healthy?</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	<p>How do we recognise our feelings?</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it

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				something that scares or concerns them		
Computing	Computing Systems & Networks: Technology around us	Creating Media: Digital Writing	Data Handling: Grouping Data	Programming: Robot Algorithms		
	ONLINE SAFETY Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
Art	How are landscapes created? Drawing		How can paint be used to create different effects? Painting		How can we create art with natural materials? Sculpture	
	<ul style="list-style-type: none"> Children continue to develop an effective pencil grip when using smaller drawing tools. Children begin to add detail to picture and begin to use side of pencil to add shading detail. Children demonstrate control and accuracy when drawing using pencils, pastels, charcoal, chalk and oil pastels. 		<ul style="list-style-type: none"> Children independently mix primary colours to make secondary colours Children accurately mixes colours using powder paint and watercolour. Children can explain that adding white to colours creates tints and the adding black to colours creates shades. Children can name different types of paint and know their properties 		<ul style="list-style-type: none"> Children are very familiar with a range of natural materials and can use them to create own ideas. They can talk about different textures and make choices about which are most appropriate in different circumstances. They begin to recognise that using natural materials can be artistic just as much as a painting is. 	
Design & Technology	How can we create a pizza with a range of ingredients? <u>Designing:</u> <ul style="list-style-type: none"> Research independently and generate some ideas before thinking about resources. Order the main stages of making the pizza, Design the pizza and make sure that it meets the design criteria including looking desirable When planning, explain their choices of ingredients. <u>Making:</u> <ul style="list-style-type: none"> Choose utensils and ingredients and explain why they have chosen them Identify and name a simple selection of kitchen utensils (e.g. pizza roller). With help, measure, cut and score with some accuracy. Start to measure and make the pizza Start to choose and use appropriate finishing techniques based on their own ideas. <u>Evaluating:</u>				How can we create a Kenyan traditional village home that incorporates an African-style material roof? <u>Designing:</u> <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 Explain why they have chosen specific textiles or materials Draw a simple design and label the parts of their product Develop their own ideas through drawings, and where appropriate, make templates or mock ups of their initial ideas. <u>Making:</u> <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 sewing. 	

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	<ul style="list-style-type: none"> •Evaluate their pizza against their design criteria. •Start to evaluate their pizza as they are making it, identifying strengths and possible changes they might make. <p>Food Technology: Know that everyone should eat at least five portions of fruit and vegetables each day.</p> <ul style="list-style-type: none"> •Demonstrate how to prepare simple dishes safely and hygienically without using a heat source. •Demonstrate how to use techniques such as cutting, peeling and grating. •Weigh ingredients to use in a recipe •Describe the ingredients used when making a dish or cake •Can talk about which food is healthy and which is not •Follow safe procedures for food safety and hygiene. 			<ul style="list-style-type: none"> •Can identify and name a simple selection of hand tools (e.g. scissors). •Use simple sewing techniques including cutting, shaping and joining fabric to make a simple product. •With help, measure, cut and score with some accuracy. •Start to assemble, join and combine materials in order to make a product. •Start to choose and use appropriate finishing techniques based on their own ideas. <p>Evaluating:</p> <ul style="list-style-type: none"> •Evaluate their work against their design criteria. •Start to evaluate their products as they are developed, identifying strengths and possible changes they might make. •With confidence, talk about their ideas, saying what they like and dislike about their product. <p>Technical Knowledge:</p> <ul style="list-style-type: none"> • Make a model stronger and more stable, 		
Music	<p>EXPLORING SIMPLE PATTERNS Theme: How Does Music Help Us to Make Friends?</p>		<p>FOCUS ON DYNAMICS & TEMPO Theme: How Does Music Teach Us about the Past?</p>	<p>EXPLORING FEELINGS THROUGH MUSIC Theme: How Does Music Make the World a Better Place?</p>	<p>INVENTING A MUSICAL STORY Theme: How Does Music Teach Us about Our Neighbourhood?</p>	
PE * In some cases we may take advantage of sport specialists/coaches which may replace our second (bottom) unit	<p>STRIKING & FIELDING</p> <p>I am beginning to provide feedback using key words.</p> <p>I am developing underarm and overarm throwing skills.</p> <p>I can hit a ball using equipment with some consistency.</p> <p>I can track a ball and collect it.</p> <p>I can use simple tactics.</p>	<p>BALL SKILLS</p> <p>I am beginning to provide feedback using key words.</p> <p>I am beginning to understand and use simple tactics.</p> <p>I can dribble a ball with my hands and feet with some control.</p> <p>I can roll and throw a ball to hit a target.</p> <p>I can send and receive a ball using both kicking and</p>	<p>DANCE</p> <p>I am beginning to provide feedback using key words.</p> <p>I can copy, remember, repeat and create dance phrases.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show a character and idea through the actions and dynamics I choose.</p> <p>I can use counts to stay in time with the music.</p>	<p>GYMNASTICS</p> <p>I am beginning to provide feedback using key words.</p> <p>I am proud of my work and confident to perform in front of others.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can plan and repeat simple sequences of actions.</p>	<p>SWIMMING</p> <p>I can begin to use arms and legs together to move effectively across the water.</p> <p>I can demonstrate what to do if I fall into water.</p> <p>I can float on my front and back.</p> <p>I can glide on both front and back.</p> <p>I can roll from my front to my back and then regain a standing position.</p>	<p>ATHLETICS</p> <p>I can describe how my body feels during exercise.</p> <p>I can identify good technique.</p> <p>I can jump and land with control.</p> <p>I can use an overarm throw to help me to throw for distance.</p> <p>I can work with others, taking turns and sharing ideas.</p>

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	<p>I know how to score points and can remember the score.</p> <p>I understand the rules of the game and can use these to play fairly in a small group.</p>	<p>throwing and catching skills.</p> <p>I can track a ball and collect it.</p> <p>I can work co-operatively with a partner and a small group.</p>	<p>I can work with a partner using mirroring and unison in our actions.</p> <p>I show confidence to perform.</p>	<p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p>	<p>I can swim over a distance of 10m unaided.</p>	<p>I show balance and co-ordination when running at different speeds.</p> <p>I try my best.</p>
	<p>SENDING & RECEIVING</p> <p>I am beginning to provide feedback using key words.</p> <p>I am beginning to trap and cushion a ball that is coming towards me.</p> <p>I can accurately throw and kick a ball to a partner.</p> <p>I can catch a ball passed to me, with and without a bounce.</p> <p>I can roll a ball to hit a target.</p> <p>I can track a ball and stop it using my hands and feet.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I can work safely to send a ball towards a partner using a piece of equipment.</p>	<p>FITNESS</p> <p>I can describe how my body feels during exercise.</p> <p>I can show hopping and jumping movements with some balance and control.</p> <p>I persevere with new challenges.</p> <p>I show determination to continue working over a longer period of time.</p> <p>I understand that running at a slower speed will allow me to run for a longer period of time.</p> <p>I work with others to turn a rope and encourage others to jump at the right time.</p>	<p>YOGA</p> <p>I am beginning to provide feedback using key words.</p> <p>I can copy, remember and repeat yoga flows.</p> <p>I can describe how my body feels during exercise.</p> <p>I can move from one pose to another thinking about my breath.</p> <p>I can use clear shapes when performing poses.</p> <p>I can work with others to create simple flows showing some control.</p>	<p>INVASION</p> <p>I can describe how my body feels during exercise.</p> <p>I can dodge and find space away from the other team.</p> <p>I can move with a ball towards goal.</p> <p>I can sometimes dribble a ball with my hands and feet.</p> <p>I can stay with another player to try and win the ball.</p> <p>I know how to score points and can remember the score.</p> <p>I know who is on my team and I can attempt to send the ball to them.</p>	<p>NET & WALL</p> <p>I can defend space on my court using the ready position.</p> <p>I can describe how my body feels during exercise.</p> <p>I can hit a ball over the net and into the court area.</p> <p>I can throw accurately to a partner.</p> <p>I can use simple tactics to make it difficult for an opponent.</p> <p>I know how to score points and can remember the score.</p> <p>I show good sportsmanship when playing against an opponent.</p>	<p>FUNDAMENTALS</p> <p>I am able to select the appropriate skill for the situation.</p> <p>I can throw, roll kick or strike a ball to a target with some success.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I understand the principles of a target game and can use different scoring systems when playing games.</p> <p>I understand what good technique looks like and can use key words in the feedback I provide.</p>