



# St. Michael's CE Primary School



## Key Skills Curriculum Map Year 1: B

<b>Art</b>	<b>3D Work and Collage</b>	<b>Textiles</b>
	<p>To become aware of form, feel, texture, pattern and weight.</p> <p>To sort accordingly to specific qualities e.g. warm, shiny, cold smooth.</p>	To sort, collect, discuss and pull apart cloths and threads.

<b>Computing</b>	<b>Information Technology</b>	<b>Computer Science</b>	<b>Digital Literacy</b>
	<p>To follow age-appropriate links provided by the teacher to research information.</p> <p>To use a program to create a simple document.</p>	<p>To understand that an algorithm is a step by step set of instructions.</p> <p>To predict the behaviour of a programmed toy.</p>	<p>To talk about uses of technology at home and in school.</p> <p>To understand that you should tell an adult if you see or hear anything worrying online.</p> <p>To understand that some information is personal.</p>

<b>Design Technology</b>	<b>Design</b>	<b>Make</b>	<b>Evaluating/Technical Knowledge</b>	<b>Cooking and Nutrition</b>
	<p>Generate ideas by drawing on their own and other people's experiences.</p> <p>To develop their design ideas through discussion, observation, drawing and modelling.</p>	<p>Begin to select tools and materials; use vocab to name and describe them.</p> <p>To measure, cut and score with some accuracy.</p> <p>To use hand tools safely and</p>	<p>To evaluate against their design criteria.</p> <p>To evaluate their products as they are developed, identify strengths and possible changes they might make.</p>	<p>Begin to identify where food groups come from (animals or plants).</p> <p>To know that food has to be farmed, grown elsewhere (e.g. home or caught).</p>



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	<p>To identify a purpose for what they intend to design and make.</p> <p>To identify simple design criteria to make simple drawings and label parts.</p>	<p>appropriately.</p> <p>To assemble, join and combine materials in order to make a product.</p> <p>To choose and use appropriate finishing techniques,</p>	<p>Talk about their ideas saying what they like and dislike about them.</p>	<p>To know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>How to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>How to use techniques such as cutting, peeling and grating.</p>
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	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
<b>Geography</b>	<p>Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p>	<p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use more basic geographical vocabulary to refer to key physical features and human features.</p>	<p>Use world maps, atlases and globes to identify the UK, its countries and counties.</p> <p>Use simple compass directions</p> <p>Use aerial photographs and plans to recognise landmarks to devise a simple map.</p> <p>Use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment</p>

<b>History</b>	<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical Enquiry</b>	<b>Organise, Evaluate and Communicate Information</b>
	Sequence events or objects in chronological order.  Begin to use appropriately terminology such as past, then and now.	Begin to describe similarities and differences in artefacts.	Obtain ideas about the past from pictures and other sources.  Sort artefacts into 'then' and 'now'.	Write simple sentences to describe an event or period of time.  Communicate understanding in simple language.  Can recount stories from the past.
<b>History Topics</b>				
	<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>Significant historical events, people and places in their own locality.</li> </ul>			

<b>Music</b>	<b>Listening</b>	<b>Performing</b>	<b>Composing</b>
	To recognise tempo.  To recognise dynamics.  To identify differences in pitch.	To sing songs and rhythm's.  To play un-tuned instruments to simple rhythm's.  To make own sounds and combine them with other performances.	To choose the best percussion instruments to use for particular tasks/characters.



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	<b>Games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Swimming</b>
<b>PE</b>	<p>Throw and catch a ball with a partner.</p> <p>Move fluently by changing direction and speed easily and avoiding collisions.</p> <p>Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</p> <p>Choose and use skills effectively for particular games, understand the concepts of aiming, hitting into space.</p> <p>Take the ball to a good position for aiming, use skills in different ways in different games.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p>	<p>Explore movements, including gesture, travel and stillness.</p> <p>Use movement to reflect the mood of the music.</p> <p>Perform phrases creating simple movement patterns.</p> <p>Recognise how their body feels after exercise.</p> <p>Explore the expressive qualities of dance, performing their own routines.</p>	<p>Explore gymnastic movements- travelling, balancing exploring levels and stillness.</p> <p>Use simple apparatus safely and with confidence.</p> <p>Know how to carry and place equipment.</p> <p>Watch, copy and describe what others have done.</p> <p>Perform movement phrases using a range of body parts and actions.</p>	



<b>Science</b>	<b>Working Scientifically</b>	
	<p>Can ask simple questions and recognise that they can be answered in different ways.</p> <p>Can observe closely, using simple equipment.</p> <p>Can perform simple tests.</p> <p>Can identify and classify phenomena.</p> <p>Can use their observations and ideas to suggest answers to questions.</p> <p>Can gather and record data to help in answering questions.</p>	
	<b>Science Topics</b>	
	<b>Animals, including Humans</b>	<b>Seasonal Changes</b>
<p><b>People and their Pets</b></p> <p>Animals, including humans (1AH)</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Animals, including humans (2AH)</p> <ul style="list-style-type: none"> <li>i) notice that animals, including humans, have offspring which grow into adults.</li> <li>ii) find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>iii) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<p><b>Weather Art</b></p> <p>Seasonal Changes (1SC)</p> <ul style="list-style-type: none"> <li>i) observe changes across the four seasons.</li> <li>ii) observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p>Light (1L)</p> <ul style="list-style-type: none"> <li>i) observe and name a variety of sources of light, including electric lights, flames and the Sun..</li> <li>ii) associate shadows with a light source being blocked by something.</li> </ul>	



Everyday Materials	Plants: Growing Things
<p><b>Brilliant Builders – comparing materials</b></p> <p>Everyday materials (1EM)</p> <ul style="list-style-type: none"> <li>i) distinguish between an object and the material from which it is made.</li> <li>ii) identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>iii) describe the simple physical properties of a variety of everyday materials.</li> <li>iv) compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p>Uses of everyday materials (2EM)</p> <ul style="list-style-type: none"> <li>i) identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>ii) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>Art and Nature</b></p> <p>Plants (1P)</p> <ul style="list-style-type: none"> <li>i) identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>ii) identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p>Plants (2P)</p> <ul style="list-style-type: none"> <li>i) identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>ii) identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>iii) Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>



	<b>Use of Everyday Materials</b>	<b>Habitats</b>
	<p><b>Exploring changes</b></p> <p>Everyday materials (1EM)</p> <ul style="list-style-type: none"> <li>v) distinguish between an object and the material from which it is made.</li> <li>vi) identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>vii) describe the simple physical properties of a variety of everyday materials.</li> <li>viii) compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p>Uses of everyday materials (2EM)</p> <ul style="list-style-type: none"> <li>iii) identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>iv) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>Habitats and Homes</b></p> <p>Living things and their habitats (2LvH)</p> <ul style="list-style-type: none"> <li>i) explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>ii) identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul>