



# St. Michael's CE Primary School

## Key Skills Curriculum Map Year 1: A



	<b>Drawing and Painting</b>	<b>Printing</b>
<b>Art</b>	<p>To use lines to represent objects seen, remembered and imagined.</p> <p>To explore mark making using thick brushes, foam and sponge brushes.</p> <p>To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p>	<p>To be able to repeat patterns, random or organised, with a range of blocks.</p>

	<b>Information Technology</b>	<b>Computer Science</b>	<b>Digital Literacy</b>
<b>Computing</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</b>	<b>Make</b>	<b>Evaluating/Technical Knowledge</b>	<b>Cooking and Nutrition</b>
<b>Design Technology</b>	<p>To design purposeful, functional and appealing products for themselves and others.</p> <p>To draw in their own experience to help generate ideas.</p> <p>To suggest ideas and explain what they are going to do.</p> <p>To identify a target group for what they are going to design and make.</p> <p>To model their ideas in card and paper.</p> <p>To develop their design ideas applying findings from their earlier research.</p>	<p>To make their design using appropriate techniques.</p> <p>With help, to measure, mark out, cut and shape a range of materials.</p> <p>To use tools e.g. scissors, needles, pinsete.</p> <p>To assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>To use simple finishing techniques to improve the appearance of their product.</p>	<p>To evaluate their product by discussing how well it works in relation to purpose.</p> <p>To evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>To evaluate their product by asking questions about what they have made and how they have gone about it</p>	<p>To begin to understand that all food comes from plants and animals.</p> <p>To know how to name and sort foods into five food groups in the Eatwell Plate.</p> <p>To know basic food handling, hygienic practices, preparing food and personal hygiene.</p>



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Year 1: A

<b>Geography</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
	To name and locate the four countries and capital cities of the United Kingdom.	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	To identify seasonal and daily weather patterns in the United Kingdom.  To use basic geographical vocabulary to refer to key physical features and human features.	To use world maps, atlases and globes to identify the United Kingdom and its countries.  To use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.

<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.

**History Topics**

	<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>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>
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	<b>Listening</b>	<b>Performing</b>	<b>Composing</b>
<b>Music</b>	<p>To recognise tempo.</p> <p>To recognise dynamics.</p> <p>To identify differences in pitch.</p>	<p>To sing songs and rhythms.</p> <p>To play un-tuned instruments to simple rhythms.</p> <p>To make own sounds and combine them with other performances.</p>	<p>To choose the best percussion instruments to use for particular tasks/characters.</p>

	<b>Games</b>	<b>Dance</b>	<b>Gymnastics</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>Amazing Me!</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>Wild Weather!</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>	



	<b>Everyday Materials</b>	<b>Plants</b>
	<p><b>Brilliant Builders – Choosing the best 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>Growing Things</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) observe and describe how seeds and bulbs grow into mature plants</li> <li>ii) find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>



	<b>Animals, including Humans</b>	<b>Animal Life Cycles: Food Chains</b>
	<p><b>Wild and Wonderful Creatures</b></p> <p>Animals, including humans (1AH)</p> <ul style="list-style-type: none"> <li>i) identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</li> <li>ii) identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>iii) describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)</li> <li>iii) 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>Food Chains</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> <li>iii) identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>iv) 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>