

Year 1 - Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Belonging	Dinosaurs	Pirates	Space	Fairytales & Castles	Change and Grow
English Power of Reading Literacy Shed Power of Pictures SPAG	The Friendship Bench Imaginary Fred King of the Swamp Gustavo: The Shy Ghost	She Rex The Dinosaur Department Store The Girl and the Dinosaur	The Troll The Pirates Next Door Pirates Don't Drive Diggers	Man on the Moon: A Day in the Life of Bob Beegu Neil Armstrong now > press > play	The Adventures of Egg Box Dragon There is No Big Bad Wolf in this Story Sir Boris the Brave	Pip & Egg The Leaf Thief Tad
	Labels, lists, speech bubbles and captions Basic plot Sequencing events Separating words with spaces Descriptive words Story writing	Drama Storyboards – retelling the story in the correct order Descriptive words and phrases. Creative writing Description	Descriptive writing Newspaper reports Drama and interviewing Storyboard – retelling the story in the correct order Letter writing.	Letter writing Drama and role play Story-mapping Comic strips Newspaper report Poetry – list poems	Leaflets Posters Story-mapping Writing a postcard in role. Drama/Conscience Alley	Descriptive language – action description Free verse poetry Alternative story – creating a book Explanation diagram
	SPAG Letters of the alphabet Capital letters and full stops Sounds at the end of words now > press > play Full stops & Capital letters	SPAG Singular and plural Naming words (nouns) Action words (verbs)	SPAG What is a sentence? Suffixes (ing, ed, er) Prefix (un) Adjectives and adding 'er' and 'est'	SPAG Using 'and' as a joining word Capital letters and full stops Question marks Exclamation marks	SPAG Finger spaces Words ending in 'Y' Ai and oa sounds Oi and ow sounds Ee and oo sounds	SPAG Long 'i' and 'er' sounds Air and or sounds Ph and wh Compound words Common exception words

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	<p><u>Cross-curricular JIGSAW</u></p> <ul style="list-style-type: none"> I can identify the members of my family and understand that there are lots of different types of families. I can identify what being a good friend means to me. I can recognise my qualities as a person and a friend. I know how to make new friends. I feel special and safe in my class. I understand that changes happen as we grow and that this is OK. I understand that every time I learn something new I change a little bit. 	<p><u>Cross-curricular JIGSAW</u></p> <ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans. <p><u>Science</u></p> <ul style="list-style-type: none"> I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can group animals according to what they eat. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 	<p><u>Cross-curricular Geography</u></p> <ul style="list-style-type: none"> I can use maps of the local area e.g. large scale/ pictorial I can make simple pictorial maps and plans. <p><u>History</u></p> <ul style="list-style-type: none"> I can ask/answer relevant basic questions about the past. I can talk, draw or write about aspects of the past. I can use common words/phrases relating to the passing of time. 	<p><u>Cross-curricular Science</u></p> <ul style="list-style-type: none"> I can ask simple questions and recognise that they can be answered in different ways. <p><u>History</u></p> <ul style="list-style-type: none"> I can find answers to simple questions from simple sources of information. I can ask/answer relevant basic questions about the past. I can relate my own account of an event and understand that other versions may be different. I can talk, draw or write about aspects of the past. 	<p><u>Cross-curricular Geography</u></p> <ul style="list-style-type: none"> I can ask simple geographical questions e.g. What is it like to live in this place? I understand how some places are linked to other places e.g. roads, trains etc I can name, describe and compare familiar places. <p><u>DT</u></p> <ul style="list-style-type: none"> I can ask simple questions about existing products and those that I made. I can use pictures and words to describe what I want to do. 	<p><u>Cross-curricular Geography</u></p> <ul style="list-style-type: none"> I can describe seasonal weather changes. <p><u>Science</u></p> <ul style="list-style-type: none"> I can observe changes across the four seasons. <p><u>JIGSAW</u></p> <ul style="list-style-type: none"> I can tell you some things about me that have changed and some things about me that have stayed the same. I can tell you how my body has changed since I was a baby. I am starting to understand the life cycles of animals and humans. I can tell you about changes that have happened in my life.
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Maths	<p>Number, place value and rounding Count to and across 100, forwards and backwards. Read and write numbers to 100. Identify one more and one less. Represent numbers using objects and pictures including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Addition and subtraction Represent and use number bonds and related subtraction facts to 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as such as $7 = \square - 9$</p> <p>Measurement Sequence events in chronological order. Compare, describe and solve practical problems for:</p>	<p>Geometry: properties of shapes Recognise and name common 2-D and 3-D shapes.</p> <p>Geometry: position and direction Describe position, direction and movement.</p> <p>Number and place value The effect of adding or subtracting zero. Discuss and solve problems in familiar practical contexts, including using quantities and language of addition and subtraction.</p> <p><u>Cross-curricular Computing</u></p> <ul style="list-style-type: none"> I can predict the behaviour of simple programs. I understand what algorithms are and how they are implemented on digital devices. <p><u>Geography</u></p> <ul style="list-style-type: none"> I can use locational and directional language e.g. near/far, left/right. 	<p>Number and place value Revisit term 1 teaching.</p> <p>Measurement Recognise and know the value of different denominations of coins and notes.</p> <p>Addition and Subtraction Solve, represent and record addition and subtraction problems, appropriately choosing and using their number facts and counting (using numbers up to 20).</p> <p>Multiplication and division Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p>Fractions Recognise, find and name a half and a quarter. Count by reciting numbers in twos and tens from different multiples. Odd and even numbers.</p> <p>Measurement Using and comparing different types of quantities and measures using non-standard units to using standard units Recognising and adding coins</p> <p><u>Cross-curricular Science</u></p> <ul style="list-style-type: none"> I can use simple equipment to observe closely. <p><u>DT</u> Healthy Living Week – making smoothies</p>	<p>Geometry: properties of shapes Revisit and extend term 2 learning</p> <p>Geometry: position and direction Revisit and extend term 2 learning</p> <p>Addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. Represent and use number bonds and related subtraction facts.</p> <p>now > press > play</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Number and place value Revisit previous learning. Count, read and write numbers to 100 in numerals. Count in multiples of twos, fives and tens.</p> <p>Measurement</p>	<p>Fractions Revisit previous learning</p> <p>Multiplication and division Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Addition and subtraction Revisit previous learning and extend Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.</p> <p>Measurement - money Recognise and know the value of different denominations of coins and notes</p>

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	<ul style="list-style-type: none"> - lengths and heights - mass or weight - capacity / volume <p>Recognise and use language relating to dates, including days, weeks, months and years.</p> <p><u>Cross-curricular Science</u></p> <ul style="list-style-type: none"> • I can use simple equipment to observe closely. 				<p>Tell the time to the hour and half past and draw the hands on a clock face to show these times.</p> <p>Addition and Subtraction Pupils solve, represent and record addition and subtraction problems, appropriately choosing and using their number facts and counting.</p>	
Science	<p>Topic: Seasons <u>Skills</u> I can observe changes across the four seasons.</p> <p>I can observe and describe weather associated with the seasons</p>	<p>Animals including humans (Animals) <u>Skills</u> I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can group animals according to what they eat. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p>Animals including humans (Humans) <u>Skills</u> I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Materials <u>Skills</u> I can identify and name a variety of everyday materials. I can tell the difference between an object and the materials it is made from. I can describe the properties of everyday materials. I can identify which materials have certain properties. I can watch closely and test different materials. I can use what I have learnt to make a decision. I can sort objects by their properties. I can explain how I sorted the objects.</p>		<p>Plants <u>Skills</u> I can describe and compare plants, seeds and bulbs. I can name and compare the parts of a plant I can identify and name some common garden and wild plants. I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can identify and describe the basic structure of a variety of common flowering plants, including trees</p>

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Science: Working Scientifically Skills	I can gather and record data to help in answering questions. Use observations to suggest answers to questions.	I can ask simple questions and recognise that they can be answered in different ways. I can identify and classify. I can use my observations and ideas to suggest answers to questions.	I can ask simple questions and recognise that they can be answered in different ways. I can use my observations and ideas to suggest answers to questions. I can gather and record data to help in answering questions.	I can perform simple tests. I can use simple equipment. I can identify and classify. I can gather and record data to help in answering questions.		I can ask simple questions and recognise that they can be answered in different ways. I can use my observations and ideas to suggest answers to questions. I can use simple equipment to observe closely.
	<u>Vocabulary</u> Spring, Summer, Autumn, Winter Changes, differences/similarities Hot, cold, snow, rain, sun, warmth, freezing, hail, wind, Seasons now > press > play	<u>Vocabulary</u> Animals, amphibians, reptiles, birds, mammals, variety, common, group, identify, classify, Carnivores, herbivores, omnivores, Animals now > press > play	<u>Vocabulary</u> Senses – tongue/taste, nose/smell, eyes/vision, skin/touch, ears/hearing. Head, leg, eyes, neck, knees, hair, arms, face, mouth, elbows, ears, teeth.	<u>Vocabulary</u> Material – hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent. Everyday Materials now > press > play		<u>Vocabulary</u> Common – wild plants, garden plants, deciduous, evergreen. Plant – leaf, root, leaves, bud, flowers, blossom, petals, root, stem. Plants now > press > play

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	<p><u>Cross-curricular Geography</u></p> <ul style="list-style-type: none"> • I can describe seasonal weather changes. • I can use simple observational skills to study the geography of the school and its grounds. • I know some present changes that are happening in the local environment e.g. at school. • I can suggest ideas for improving the school environment. • I can name, describe and compare familiar places. 	<p><u>Cross-curricular JIGSAW</u></p> <ul style="list-style-type: none"> • I am starting to understand the life cycles of animals and humans. <p><u>History</u></p> <ul style="list-style-type: none"> • I can identify some similarities and differences between ways of life in different periods. 	<p><u>Cross-curricular JIGSAW</u></p> <ul style="list-style-type: none"> • I can identify the members of my family and understand that there are lots of different types of families. • I feel special and safe in my class • I understand that changes happen as we grow and that this is OK. • I understand that every time I learn something new I change a little bit. 	<p><u>Cross-curricular Art</u></p> <ul style="list-style-type: none"> • I can experiment with different materials to design and made products in 2 and 3 dimensions. • I can cut, glue and trim material to create images from a variety of media. <p><u>DT</u></p> <ul style="list-style-type: none"> • I can use a range of simple tools to cut, join and combine materials or components safely. 		<p><u>Cross-curricular Geography</u></p> <ul style="list-style-type: none"> • I can describe seasonal weather changes. • I know some present changes that are happening in the local environment e.g. at school • I can suggest ideas for improving the school environment. • I can name, describe and compare familiar places.
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<div>Science / Geography & Forest Explorers Cross-curricular links</div> <div>now>press>play</div> <div>Seasons: Geography</div>	<div>Seasons- throughout the year.</div> <div>Physical properties of everyday materials. Observe changes over four seasons. Observe and describe weather. Observe how day length varies.</div> <div>Skills</div> <div>Ask simple questions and recognise that they can be answered in different ways.</div> <div>Use simple equipment.</div> <div>Perform simple tasks.</div> <div>Identify and classify.</div> <div>Use observations to suggest answers to questions.</div> <div>Gather and record simple data</div> <div>Vocabulary</div> <div>Season – summer, winter, autumn, spring, day, daytime.</div> <div>Weather – wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold.</div>			<div>What are our seasons?</div> <div>- Can we observe the weather? What have we observed about the weather? Why does the weather change? What are the seasons? What can we find out about the weather in different parts of the country?</div> <div>Skills</div> <div>Make simple pictorial maps and plans.</div> <div>Describe seasonal weather changes.</div> <div>Name, describe and compare familiar places.</div> <div>Vocabulary:</div> <div>Seasons: Spring, Summer, Autumn, Winter. Weather. Familiar.</div> <div>Country North, South, East, West.</div>		
	<div>History</div>	<div>Significant People (Black History Month)</div> <div>Rosa Parks Famous Women who changed the World.</div> <div>Who are our local heroes?</div> <div>-Setting the scene</div> <div>-Who are our local heroes?</div> <div>-What can pictures tell us about our local heroes?</div> <div>-What can artefacts tell us about our local heroes?</div> <div>-What can documents tell us about our local heroes?</div>	<div>Gunpowder Plot - Guy Fawkes</div> <div>now>press>play</div> <div>Guy Fawkes</div> <div>Why do we remember the fifth of November?</div> <div>-Setting the scene</div> <div>-When, how and why do we celebrate Bonfire Night?</div> <div>-What was the Gunpowder plot?</div> <div>-Why did Guy Fawkes want to kill King James I?</div> <div>-Was Guy Fawkes a hero or a villain?</div> <div>-Why do we still celebrate fifth of November?</div>		<div>History of Castles</div> <div>Why were Castles built?</div> <div>- Who lived in a Castle?</div> <div>- What are the features of a Castle?</div> <div>- How are castles different to our homes?</div> <div>- Which famous Kings or Queens lives in castles?</div> <div>- Who built the castle?</div> <div>- Why do we no longer live in castles?</div> <div>- Who lived in Rochester Castle?</div> <div>- Why was Rochester Castle built?</div> <div>- What are the differences and similarities between castles and homes?</div>	

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	<p>-What can a visit tell us about our local heroes? Meet or local heroes.</p> <p><u>Skills</u> Find answers to simple questions from simple sources of information. Ask and answer relevant basic questions about the past. Talk, draw or write about aspects of the past. Sequence events and recount changes within living memory. Describe some simple similarities and differences between artefacts. Sort artefacts from then and now.</p> <p><u>Vocabulary</u> Same, different, change, artefacts, living memory, then now, sources of information</p>	<p><u>Skills</u> Place known events and objects in chronological order. Use common words/phrases relating to the passing of time. Find answers to simple questions from simple sources of information. Ask and answer relevant basic questions about the past. Relate his/her own account of an event and understand that other versions may be different. Talk, draw or write about aspects of the past. Understand key features of events.</p> <p><u>Vocabulary</u> Yesterday, today, Tomorrow, long ago, then, now, before I was born, after I was born, event, sources of information, Parliament, rebellion</p>			<p><u>Skills</u> Use common words/phrases relating to the passing of time. Find answers to simple questions from simple sources of information. Ask and answer relevant basic questions about the past. Talk, draw or write about aspects of the past. Sequence events and recount changes within living memory. Describe some simple similarities and differences between artefacts. Sort artefacts from then and now.</p> <p><u>Vocabulary</u> Same, different, change, artefacts, living memory, then, now, sources of information, before my grandparents, after my grandparents</p> <p>now > press > play Castles</p>	
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	<p><u>Cross curricular JIGSAW</u></p> <ul style="list-style-type: none"> • I recognise the choices I make and understand the consequences. • I recognise how it feels to be proud of an achievement. • I recognise the range of feelings when I face certain consequences. • I can identify similarities between people in my class. • I can identify differences between people in my class. • I understand these differences make us all special and unique. 	<p><u>Cross curricular JIGSAW</u></p> <ul style="list-style-type: none"> • I recognise the choices I make and understand the consequences. • I recognise the range of feelings when I face certain consequences. 			<p><u>Cross curricular Geography</u></p> <ul style="list-style-type: none"> • I can make simple pictorial maps and plans. • I can use maps of the local area e.g. large scale/ pictorial. • I understand how some places are linked to other places e.g. roads, trains etc. • I can use locational and directional language e.g. near/far, left/right. <p><u>Maths</u></p> <ul style="list-style-type: none"> • Describe position, direction and movement. 	
Geography		<p><u>Our Local Area</u></p> <ul style="list-style-type: none"> - What's near and what's far? - I can read a map. - What does my local area look like? - I can ask Geographical questions. - Where's our nearest green space? <p><u>Skills</u></p>	<p><u>Improving Lordswood</u></p> <ul style="list-style-type: none"> - What is it like in our local area? - How could we improve Lordswood School? - How can we compare our local area? What are the similarities and differences? - How are some places linked? What modes of transport can we use? <p><u>Skills</u></p>		<p><u>Rochester Castle</u></p> <ul style="list-style-type: none"> - Where is Rochester Castle? - Why is location important when building a castle? - Where would you build your castle? - I can use a simple map. - I can draw my own map. <p><u>Skills</u></p>	

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		<p>Use locational and directional language e.g. near/far, left/right. Make simple pictorial maps and plans. Ask simple geographical questions e.g. What is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds. Use simple pictorial maps of the local area.</p> <p><u>Vocabulary:</u> Link: road, trains. Near, far, left, right. Features. Location. Compare. Environment.</p> <p>now > press > play</p> <p>The UK</p>	<p>Name, describe and compare familiar places. Understand how some places are linked to other places e.g. roads, trains etc. Link homes with other places in the community. Know about changes that are happening in school and suggest own improvements to school environment.</p> <p><u>Vocabulary:</u> Map Location Familiar. Local Near Far.</p> <p>now > press > play</p> <p>Maps</p>		<p>Make simple pictorial maps and plans. Name, describe and compare familiar places. Ask simple geographical questions e.g. What is it like to live in this place? Use simple pictorial maps of the local area. Use locational and directional language e.g. near/far, left/right. Understand how some places are linked to other places e.g. roads, trains etc.</p> <p><u>Vocabulary:</u> Link: road, trains, trade, transport. Locational language Near, far, left, right.</p> <p>now > press > play</p> <p>Maps</p>	
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		<u>Cross curricular History</u> <ul style="list-style-type: none"> I can talk, draw or write about aspects of the past. I can use common words/phrases relating to the passing of time. I can ask/answer relevant basic questions about the past. 	<u>Cross curricular JIGSAW</u> <ul style="list-style-type: none"> I understand that changes happen as we grow and that this is OK. I can tell you about changes that have happened in my life. <u>History</u> <ul style="list-style-type: none"> I can use common words/phrases relating to the passing of time. I can talk, draw or write about aspects of the past. I can ask/answer relevant basic questions about the past. 		<u>Cross curricular History</u> <ul style="list-style-type: none"> I can talk, draw or write about aspects of the past. I can identify some similarities and differences between ways of life in different periods. I can use common words/phrases relating to the passing of time. I can ask/answer relevant basic questions about the past. 	
ART / DT	Art – Drawing: Make your mark	Art Painting and mixed media: Colour splash		DT – Puppets	DT – Castles	Art
	<u>Skills</u> Use artwork to record ideas, observations and experiences. Explain what he/she likes about the work of others. Use a variety of tools e.g. pencils. crayons etc. to represent objects in lines.	<u>Skills</u> Use artwork to record ideas, observations and experiences. Cut, glue and trim material to create images from a variety of media. Explore mark-making using a variety of tools.		<u>Skills</u> Create simple designs for a product. Use a range of simple tools to cut, join and combine materials or components safely. Use pictures or words to describe what he/she wants to do.	<u>Skills</u> Create simple designs for a product. Use pictures and words to describe what he/she wants to do. Select from and use a range of simple tools to perform practical tasks e.g. cutting.	<u>Skills</u> Use artwork to record ideas, observations and experiences. Cut, glue and trim material to create images from a variety of media. Experiment with different materials to design and make

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	<p>To explore mark making using a variety of tools. To make marks In print and use these to create repeating patterns.</p>	<p>Experiment with different materials to design and made products in 2 and 3 dimensions. Explain what he/she likes about the work of others.</p>		<p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p>	<p>Choose materials and explain why they are being used. Ask simple questions about existing products and those that he/she made. Build structures, explaining how they can be made stronger, stiffer and more stable. Use wheels and axles in a product</p>	<p>products in 2 and 3 dimensions. Explain what he/she likes about the work of others. Know the names of tools and techniques that he/she uses.</p>
	<p><u>Vocabulary</u> 2D shape 3D shape abstract chalk charcoal circle continuous cross-hatch diagonal dots firmly form horizontal lightly line mark making narrative observe optical art pastel printing shade shadow straight texture vertical</p>	<p><u>Vocabulary</u> blend hue kaleidoscope pattern mix primary colour print secondary colour shade shape space texture thick</p> <p><u>Cross curricular Maths</u></p> <ul style="list-style-type: none"> Read and write numbers from 1 to 20 in numerals and words 		<p><u>Vocabulary</u> Design Product Tools Cutting Sticking Cut Join Combine Safely Safety Experiment Design Create Evaluate Fabric Materials</p> <p><u>Cross-curricular JIGSAW</u></p> <ul style="list-style-type: none"> I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. 	<p><u>Vocabulary</u> Design Cutting Product Stronger Stiffer Stable Suitable Structure Lever Level Moving Evaluate</p> <p><u>Cross curricular History</u></p> <ul style="list-style-type: none"> I can talk, draw or write about aspects of the past. I can identify some similarities and differences between ways of life in different periods. 	<p><u>Vocabulary</u> artist carving concertina curve cylinder imagine loop mosaic overlap sculpture spiral three dimensional (3D) tube zig-zag</p> <p><u>Cross curricular Maths</u></p> <ul style="list-style-type: none"> Pupils should be taught to recognise and name common 2-D and 3-D shapes. <p><u>Science</u></p> <ul style="list-style-type: none"> Describe and compare the structure of a variety of

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<p>Cross-curricular Links</p>	<p>wavy</p> <p><u>Cross curricular Music</u></p> <ul style="list-style-type: none"> Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded. 				<ul style="list-style-type: none"> I can use common words/phrases relating to the passing of time. I can ask/answer relevant basic questions about the past. 	<p>common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>
	<p><u>Science</u></p> <ul style="list-style-type: none"> Identify and name, describe and compare the structure of common animals including fish, amphibians, reptiles, birds and mammals. <p><u>Maths</u></p> <ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes including: 2D shapes which just have a length and a width, for example, rectangles (including squares), 				<p>DT</p> <p>Eat More Fruit and Veg – prepare fruit and vegetables using senses.</p> <p><u>Skills</u></p> <p>Talk about what he/she eats and begin to discuss healthy foods. Say where some foods come from and give examples of how it is grown. Use simple tools to help prepare food safely.</p> <p><u>Vocabulary</u></p> <p>Fruit Vegetables Senses Touching Smelling Tasting Looking Healthy Discussion Prepare Cut Dissect Evaluate</p>	

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	circles and triangles.				<u>JIGSAW</u> <ul style="list-style-type: none"> I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I know how to make healthy lifestyle choices. I know how to keep myself clean and healthy, and understand how germs cause disease/illness. 	
Music		Seasons Develop their vocabulary and understanding of pitch movement through singing, tuned percussion and listening games. Weather Use voices, movement and instruments to explore different ways that music can be used to describe the weather. <u>Skills</u> Listen to music with sustained concentration. Use some simple musical language.		Ourselves Explore ways of using voices expressively. Develop skills of singing while performing actions and create an expressive story. Water Use voices, movement and instruments to explore changes in pitch. Develop a performance with different pitch shapes and tuned percussion. <u>Skills</u> Listen to music with sustained concentration.		External Music Provision (tbc) provided by Medway Music Association (MMA) Our Bodies Respond with bodies to steady beat and rhythm in music. Experience combining rhythm patterns with steady beat using body percussion. Travel Develop performance skills and learn songs about travel and transport from around the world.

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		<p>Understand that pitch is how low or high sounds are. Understand that tempo is how fast or slow the music is. Recognise different musical instruments. Discuss feelings and emotions linked to different pieces of music. Listen to, copy and repeat a simple rhythm or melody.</p> <p><u>Vocabulary:</u> Listen, concentration, musical words and phrases, pitch, tempo, instruments, expressive language.</p>		<p>Use some simple musical language. Find the pulse whilst listening to music and using movement. Understand that dynamics describe how loud or quiet the music is. Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. Discuss feelings and emotions linked to different pieces of music</p> <p><u>Vocabulary:</u> Listen, concentration, musical language, pulse, dynamics, loud, quiet, rhythm, long/short sounds, expressive language.</p>		<p><u>Skills</u> Listen to music with sustained concentration. Use some simple musical language. Learn and perform chant, rhythm raps and songs. Follow a conductor. Sing songs musically. Listen to, copy and repeat a simple rhythm or melody. Discuss feelings and emotions linked to different pieces of music.</p> <p><u>Vocabulary:</u> Listen, concentration, musical language, rhythm, raps, chants, songs, conductor, following, musically, singing, performing, project, warming up, copy/repeat, rhythm/melody, expressive language</p>
		<p><u>Cross-curricular Science</u></p> <ul style="list-style-type: none"> I can observe and describe weather associated with the seasons. I can observe changes across the four seasons. 		<p><u>Cross-curricular JIGSAW</u></p> <ul style="list-style-type: none"> I understand that changes happen as we grow and that this is OK. I can tell you some things about me that have changed 		<p><u>Cross-curricular Geography</u></p> <ul style="list-style-type: none"> I understand how some places are linked to other places e.g. roads, trains etc. I can use locational and directional

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		<u>Geography</u> <ul style="list-style-type: none"> I can describe seasonal weather changes. 		and some things about me that have stayed the same. <ul style="list-style-type: none"> I can tell you about changes that have happened in my life. 		language e.g. near/far, left/right.
R.E.	<u>The Creation Story</u> To re-tell the Christian Creation story and explore how this influences how Christians behave towards nature and the environment.	<u>The Christmas Story</u> To reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	<u>Jewish Festivals</u> [Unit 5 and 6] To empathise with Jewish children by understanding what they do during Shabbat, Rosh Hashanah and Yom Kippur and why it is important to them.	<u>Jesus as a friend</u> To identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult		
	<u>Skills</u> I can say how it felt to make something and how I think my creation should be treated. I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here.	<u>Skills</u> I can talk about a gift that is special to me and explain how I felt when I received it. I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift Christians might choose for Jesus and start to explain why he is special to them.	<u>Skills</u> I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. I can talk about some of the special things Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making. I can tell you how it feels to forgive someone.	<u>Skills</u> I can talk about times when I have been a good friend. I can tell a story about Jesus and His friends and say how He showed friendship in that story. I can say how Christians show friendship and how God helps them do this.		
	<u>Vocabulary</u> Creation Story Adam Eve	<u>Vocabulary</u> Mary Joseph Gold Frankincense Myrrh	<u>Vocabulary</u> Shabbat Challah	<u>Vocabulary</u> Zacchaeus Mary Martha Lazarus		

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	<p>Creation Trust Damage Disrespect Environment Natural God World Positive Negative Precious</p>	<p>Christmas Gift Special Symbol Bethlehem</p>	<p>Rosh Hashanah Yom Kippur Shofar Days of the Week Jewish Sabbath Synagogue Blessing Prayers</p>	<p>Easter To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p> <p><u>Skills</u> I can discuss how I might treat a special person and say why. I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about him.</p> <p><u>Vocabulary</u> Palm Sunday Palm Cross</p>		
	<p><u>Cross-curricular JIGSAW</u></p> <ul style="list-style-type: none"> I understand that changes happen as we grow and that this is OK. I can tell you some things about me that have changed and some things about me that have stayed the same. 	<p><u>Cross-curricular JIGSAW</u></p> <ul style="list-style-type: none"> I feel special and safe in my class. I know that I belong to my class. 	<p><u>Cross-curricular JIGSAW</u></p> <ul style="list-style-type: none"> I recognise how it feels to be proud of an achievement. I understand these differences make us all special and unique. I can tell some ways I am different from my friends. 	<p><u>Cross-curricular JIGSAW</u></p> <ul style="list-style-type: none"> I know how to make new friends. I know how it feels to make a new friend. I can identify what being a good friend means to me. I can recognise my qualities as a 		

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	<ul style="list-style-type: none"> I can tell you about changes that have happened in my life. 		<ul style="list-style-type: none"> I can be kind to children who are bullied. I know some people who I could talk to if I was feeling unhappy or being bullied. 	<p>person and a friend.</p> <ul style="list-style-type: none"> I can tell you why I appreciate someone who is special to me. 		
<p>Computing</p> <p>now ▶ press ▶ play</p> <p>E-Safety Termly Monthly Focus</p>	<p><u>E-Safety</u></p> <p><u>Computing: E-Safety</u></p> <ul style="list-style-type: none"> - Understand the importance of online safety. - Recognise that not all technology looks the same. - Identify a range of different types of IT both in school and at home. - Identify trusted adults and know who to ask for help. <p><u>Skills</u></p> <p>I can recognise common uses of IT in the home and school. I understand where to go for help if I do not like what I see online. I understand where to go for help when I have concerns about content or contact on the internet.</p>	<p><u>E-Safety</u></p>	<p><u>E-Safety</u></p> <p><u>Computing: Algorithms</u></p> <ul style="list-style-type: none"> - Understand that a programmable toy can be controlled by inputting a sequence of instructions. - Develop and record sequences of instructions as an algorithm. - Program a toy to follow the algorithm. - Debug their programs - Predict how their programs will work. <p><u>Skills</u></p> <p>I can predict the behaviour of simple programs. I understand what algorithms are and how they are implemented on digital devices.</p>	<p><u>E-Safety</u></p>	<p><u>E-Safety</u></p> <p><u>Computing: Digital Creator</u></p> <ul style="list-style-type: none"> - Find and use pictures on the web. - Know what to do if they find pictures that cause concern. - Copy and paste images into Microsoft Word. - Understand the importance of copyright and ownership. <p><u>Skills</u></p> <p>I can use technology purposefully to create digital content. I understand where to go for help when I have concerns about content or contact on the internet.</p>	<p><u>E-Safety</u></p> <p><u>Computing: Digital Creator</u></p> <ul style="list-style-type: none"> - Find and use pictures on the web. - Know what to do if they find pictures that cause concern. - Copy and paste images into Microsoft Word. - Understand the importance of copyright and ownership. - Begin to explore other Microsoft programmes such as Paint to create digital art. <p><u>Skills</u></p> <p>I can use technology purposefully to create digital content. I understand where to go for help if I do not like what I see online.</p>

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	<u>Cross-curricular JIGSAW</u> <ul style="list-style-type: none"> I feel special and safe in my class. I know how to make my class a safe place for everybody to learn. I am special so I keep myself safe. I know who can help me in my school community. I know when I need help and know how to ask for it. 		<u>Cross-curricular Maths - Geometry: position and direction</u> <ul style="list-style-type: none"> Describe position, direction, and movement. <u>Geography</u> <ul style="list-style-type: none"> I can use locational and directional language e.g. near/far, left/right. I can use maps of the local area e.g. large scale/ pictorial. 		<u>Cross-curricular JIGSAW</u> <ul style="list-style-type: none"> I know who can help me in my school community. I know when I need help and know how to ask for it. I am special so I keep myself safe. 	<u>Cross-curricular JIGSAW</u> <ul style="list-style-type: none"> I know who can help me in my school community. I know when I need help and know how to ask for it. I am special so I keep myself safe.
PE	<p>Hands: Sending the ball towards a target. Changing the speed, control and accuracy when rolling a ball at a target.</p> <p><u>Skills</u> Sending (bouncing)with control. Aiming with control. Power and speed when sending a ball. Stopping, combining sending skills. Combine sending and receiving skills.</p> <p><u>Vocabulary</u> Rolling Throwing Sending Receiving</p>	<p>Jumping:</p> <p><u>Skills</u> Develop a jump. Explore how jumping affects our bodies. Explore skipping. Apply skipping and jumping into a game.</p> <p><u>Vocabulary</u> Jump Forward Swing Arms Knees Hop Skip</p> <p>Dance: Fire/Firework dance (History)</p>	<p>Gymnastics Wide, narrow, curled:</p> <p><u>Skills</u> Introduce wide, narrow and curled. Explore the difference between wide, narrow, curled Transitioning Link two movements together</p> <p><u>Vocabulary</u> Wide Narrow Curled Transition Linking</p> <p>Dance Water (music)</p>	<p>Health and wellbeing (Healthy living week)</p> <p><u>Skills</u> Introduce and explore agility. Introduce and explore balance. Explore coordination: Bouncing, rolling, throwing</p> <p><u>Vocabulary</u> Agility Balance Coordination Bouncing Rolling, throwing Healthy Balanced diet</p> <p>Gymnastics (Body parts)</p>	<p>Hands: Ball skills</p> <p><u>Skills</u> Introduce throwing with accuracy. Apply throwing with accuracy in a team. Introduce stopping a ball. Develop sending (rolling) to score points.</p> <p><u>Vocabulary</u> Underarm throw Accuracy Direction Stopping Sending Receiving</p> <p>Feet: Ball skills.</p>	<p>Running:</p> <p><u>Skills</u> Explore running Explore different speeds when running. Running for speed, acceleration Apply running into a competitive game.</p> <p><u>Vocabulary</u> Running Speed Acceleration</p> <p>Games for understanding:</p>

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	<p>Aiming Target Control Speed Direction Accuracy</p>	<p><u>Skills</u> Explore expression Develop movements, adding movements together. Respond to a rhythm. Work with a partner. Create a sequence of motifs. Explore relationships.</p> <p><u>Vocabulary</u> Movement Expression Sequence Motif Body shape Direction</p>	<p><u>Skills</u> Respond to a rhythm. Introduce motifs and create them. Create movement sequences Develop relationships and performance.</p> <p><u>Vocabulary</u> Rhythm Sequence Relationships Patterns Motifs Perform</p>	<p><u>Skills</u> Introduce big/small body parts. Combine big and small with wide, narrow and curled. Transition between wide, narrow and curled using big and small body parts. Adding/ linking movements together</p> <p><u>Vocabulary</u> Body parts Narrow Curled Wide Sequence Transition</p>	<p><u>Skills</u> Develop moving the ball using the feet. Practise dribbling Explore kicking (passing) Apply kicking to score a point.</p> <p><u>Vocabulary</u> Dribbling Control Passing/kick Scoring</p>	<p><u>Skills</u> Understand the principle of attack and defence. Apply attacking and defending skills in a game.</p> <p><u>Vocabulary</u> Attack Defend Team work Communication</p>
	<p><u>Cross-curricular JIGSAW</u></p> <ul style="list-style-type: none"> I can set simple goals. I can set a goal and work out how to achieve it. I can tackle a new challenge and understand this might stretch my learning. I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them. 	<p><u>Cross-curricular JIGSAW</u></p> <p>I understand how to work well with a partner.</p> <p><u>Music</u></p> <ul style="list-style-type: none"> I can understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse. I can listen to, copy and repeat a simple rhythm or melody. 	<p><u>Cross-curricular Music</u></p> <ul style="list-style-type: none"> I can understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse. I can listen to, copy and repeat a simple rhythm or melody. 	<p><u>Cross-curricular JIGSAW</u></p> <ul style="list-style-type: none"> I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I know how to make healthy lifestyle choices. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. 	<p><u>Cross-curricular JIGSAW</u></p> <ul style="list-style-type: none"> I can set simple goals. I can set a goal and work out how to achieve it. I can tackle a new challenge and understand this might stretch my learning. I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them. 	<p><u>Cross-curricular JIGSAW</u></p> <ul style="list-style-type: none"> I can set simple goals. I can set a goal and work out how to achieve it. I can tackle a new challenge and understand this might stretch my learning. I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them.

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	<ul style="list-style-type: none"> I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. <p>Griffin Sports Festival Lordswood Olympics</p>			<ul style="list-style-type: none"> I can recognise how being healthy helps me to feel happy. <p>DT</p> <ul style="list-style-type: none"> I can talk about what I eat and begin to discuss healthy foods. I can say where some foods come from and give examples of how it is grown. 	<ul style="list-style-type: none"> I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. <p>Challenge 26</p>	<ul style="list-style-type: none"> I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I understand how to work well with a partner.
JIGAW (PSHE)	<u>Being Me in My World</u> <ul style="list-style-type: none"> - Feeling special and safe - Being part of a class - Rights and responsibilities - Rewards and feeling proud - Consequences - Owning the Learning Charter 	<u>Celebrating difference</u> <ul style="list-style-type: none"> - Similarities and differences - Understanding bullying and knowing how to deal with it - Making new friends - Celebrating the differences in everyone 	<u>Dreams and Goals</u> <ul style="list-style-type: none"> - Setting goals - Identifying successes and achievements - Learning styles - Working well and celebrating achievement with a partner - Tackling new challenges - Identifying and overcoming obstacles - Feeling success 	<u>Healthy Me</u> <ul style="list-style-type: none"> - Keeping myself healthy - Healthier lifestyle choices - Keeping clean - Being safe - Medicine safety/ safety with household items - Road safety - Linking health and happiness 	<u>Relationships</u> <ul style="list-style-type: none"> - Belonging to a family - Making friends/ being a good friend - Physical contact preferences - People who help us - Qualities as a friend and person - Self-acknowledgement - Being a good friend to myself - Celebrating special relationships 	<u>Changing Me</u> <ul style="list-style-type: none"> - Life-cycles – animals and human - Changes in me - Changes since being a baby - Differences between female and male bodies - Linking growing and learning - Coping with change - Transition

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<p><u>Skills</u> I know how to use my Jigsaw Journal. I feel special and safe in my class. I understand the rights and responsibilities as a member of my class. I know that I belong to my class. I understand the rights and responsibilities of being a member of my class. I know how to make my class a safe place for everybody to learn. I know my views are valued and can contribute to the Learning Charter. I recognise how it feels to be proud of an achievement. I recognise the choices I make and understand the consequences. I recognise the range of feelings when I face certain consequences. I understand my rights and responsibilities within our Learning Charter. I understand my choices in following the Learning Charter.</p> <p>now > press > play</p> <p>Mental Health</p>	<p><u>Skills</u> I can identify similarities between people in my class. I can tell some ways in which I am the same as my friends. I can identify differences between people in my class. I can tell some ways I am different from my friends. I can tell you what bullying is. I understand how being bullied might feel. I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied I know how to make new friends. I know how it feels to make a new friend. I can tell some ways I am different from my friends. I understand these differences make us all special and unique.</p>	<p><u>Skills</u> I can set simple goals. I can tell you about the things I do well. I can set a goal and work out how to achieve it. I can tell you how I learn best. I understand how to work well with a partner. I can celebrate achievement with my partner. I can tackle a new challenge and understand this might stretch my learning. I can identify how I feel when I am faced with a new challenge. I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them. I know how I feel when I see obstacles and how I feel when I overcome them. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.</p>	<p><u>Skills</u> I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I feel good about myself when I make healthy choices. I know how to make healthy lifestyle choices. I feel good about myself when I make healthy lifestyle choices. I know how to keep myself clean and healthy, and understand how germs cause disease/illness. I know that all household products including medicine can be harmful if not used properly. I am special so I keep myself safe. I understand that medicines can help me if I feel poorly and I know how to use them safely I know some ways to help myself when I feel poorly. I know how to keep safe when crossing the road, and about people</p>	<p><u>Skills</u> I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me. I can identify what being a good friend means to me. I know how to make a new friend. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me. I know who can help me in my school community. I know when I need help and know how to ask for it. I can recognise my qualities as a person and a friend. I know ways to praise myself. I can tell you why I appreciate someone who is special to me.</p>	<p><u>Skills</u> I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK. I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not. I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. I respect my body and understand which parts are private. I understand that every time I learn something</p>
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				<p>who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.</p> <p>now > press > play Healthy Living</p>	<p>I can express how I feel about them.</p> <p>now > press > play Bullying</p>	<p>new I change a little bit. I enjoy learning new things. I can tell you about changes that have happened in my life. I know some ways to cope with changes.</p> <p>now > press > play Mental Health</p>
	<p><u>Vocabulary</u> Safe Special Responsibilities Rewards Proud Consequences Calm Belonging Upset Disappointed</p>	<p><u>Vocabulary</u> Similarities Differences Bullying Unfair and unfair Deliberate On purpose Included Celebration Special Unique</p>	<p><u>Vocabulary</u> Proud Success Achievement Goal Treasure/Coins Learning Stepping stones Process Garden Dreams Working together Teamwork Celebrate Stretching Challenge Feelings Obstacle Overcome</p>	<p><u>Vocabulary</u> Healthy/unhealthy Balanced Exercise Sleep Choices Clean Body parts Hygienic Safe Toothbrush Shampoo Soap Medicine Trust Safety Green Cross Code Eyes Ears Look Listen Wait</p>	<p><u>Vocabulary</u> Family Belong Different Same Friends Qualities Caring Sharing Kind Touch Greeting Feel Like/ dislike Help/helpful Community Feelings Confidence Praise Proud</p>	<p><u>Vocabulary</u> Changes Life cycle Baby Adult Grown up Change Male/female Vagina Penis Testicles Vulva Anus Grow Feelings Worried Excited</p>

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	<p><u>Cross-curricular DT</u></p> <ul style="list-style-type: none"> I can use simple tools to help prepare food safely. I can use a range of simple tools to cut, join and combine materials or components safely. <p><u>Computing</u></p> <ul style="list-style-type: none"> I understand where to go for help if I do not like what I see online. I understand where to go for help when I have concerns about content or contact on the internet. 	<p><u>Cross-curricular E-safety</u></p> <p><u>Computing</u></p> <ul style="list-style-type: none"> I can recognise common uses of IT in the home and school. I can use technology purposefully to create digital content. I understand where to go for help if I do not like what I see online. I understand where to go for help when I have concerns about content or contact on the internet. 	<p><u>Cross-curricular Art</u></p> <ul style="list-style-type: none"> I can explain what he/she likes about the work of others. <p><u>Music</u></p> <ul style="list-style-type: none"> I can perform rhymes, raps and songs. I can say what I like/dislike about a piece of music and describe how it makes me feel. 	<p><u>Cross-curricular DT</u></p> <ul style="list-style-type: none"> I can talk about what I eat and begin to discuss healthy foods. I can say where some foods come from and give examples of how it is grown. I can use simple tools to help prepare food safely. <p><u>Science</u></p> <ul style="list-style-type: none"> I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<p><u>Cross-curricular Geography</u></p> <ul style="list-style-type: none"> I can name, describe and compare familiar places. I can link my home with other places in my local community. 	<p><u>Cross-curricular History</u></p> <ul style="list-style-type: none"> I can understand key features of an event. I can identify some similarities and differences between ways of life in different periods. <p><u>Science</u></p> <ul style="list-style-type: none"> I can group animals according to what they eat. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
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Value of the Month	Value of the month- 2 year cycle	Value of the month- 2 year cycle	Value of the month- 2 year cycle	Value of the month- 2 year cycle	Value of the month- 2 year cycle	Value of the month- 2 year cycle
	Happiness Tolerance Respect Friendship	Love Generosity Friendship Peace Hope	Patience Trust Humility Responsibility	Caring Understanding Independence Positivity	Honesty Fairness Courage Perseverance	Simplicity Compassion
	<p>Prevent Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils' resilience to radicalisation, by providing a safe environment for debating controversial issues at the appropriate level of understanding.</p> <p>School values taught in assembly/circle time and JIGSAW (PSHE) lessons</p> <ul style="list-style-type: none"> - Rule of law - Democracy - Individual liberty - Mutual respect - Tolerance 					
Special Events	<p>Harvest Festival <u>Cross-curricular</u> <u>DT</u> I can say where some foods come from and give examples of how it is grown.</p> <p><u>Music</u> I can follow the conductor or band leader. I can concentrate and listen to a piece of music. I can perform rhymes, raps and songs.</p> <p><u>JIGSAW</u> I recognise the choices I make and understand the consequences.</p>	<p>KS1 Nativity <u>Cross-curricular</u> <u>Music</u> I can follow the conductor or band leader. I can concentrate and listen to a piece of music. I can perform rhymes, raps and songs.</p> <p><u>RE</u> I can remember some of the Christmas story. I can remember the Christmas story, including which gifts were given to Jesus. I can start to explain why Jesus is special to</p>	<p>Road Safety Visit <u>Cross-curricular</u> <u>JIGSAW</u> I know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p>World Religion Day Skills change yearly according to theme.</p> <p>Safer internet Day <u>Computing</u> I understand where to go for help if I do not like what I see online. I understand where to go for help when I have</p>	<p>Founders Day <u>Cross-curricular</u> <u>Music</u> I can follow the conductor or band leader. I can concentrate and listen to a piece of music. I can perform rhymes, raps and songs.</p> <p>World Book Day</p> <p>National Science and Engineering Week <i>Gap analysis informs skills covered yearly.</i></p>	<p>Rochester Castle Visit <u>Cross-curricular</u> I can ask/answer relevant basic questions about the past. I can describe some simple similarities and differences between artefacts. I can talk, draw or write about aspects of the past. I can identify some similarities and differences between ways of life in different periods.</p> <p>World Earth Day</p>	<p>Wingham Wildlife Park <u>Cross-curricular</u> <u>Science</u> I can identify and classify. I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles,</p>

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	<p>The Big Draw <u>Art</u> I can use artwork to record ideas, observations and experiences. I can explain what he/she likes about the work of others.</p> <p>Coding Week <u>Computing</u> I can recognise common uses of IT in the home and school. I can predict the behaviour of simple programs. I understand what algorithms are and how they are implemented on digital devices.</p> <p>Black History Month <u>JIGSAW</u> I can identify the members of my family and understand that there are lots of different types of families. I can set simple goals. I can set a goal and work out how to achieve it. I understand how to work well with a</p>	<p>Christians (a gift from God).</p> <p>Anti-bullying Week <u>JIGSAW</u> I recognise the choices I make and understand the consequences. I can identify similarities between people in my class. I can identify differences between people in my class. I can tell you what bullying is. I understand how being bullied might feel. I know how to make new friends. I can tell some ways I am different from my friends.</p> <p>Remembrance <i>Skills change according to the yearly focus.</i></p>	<p>concerns about content or contact on the internet.</p> <p><u>JIGSAW</u> I know how to make my class a safe place for everybody to learn. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p>	<p>French Language Day <i>Skills change yearly according to theme.</i></p> <p>World Maths Day <i>Skills change according to the yearly focus.</i></p> <p>World Forestry Day <i>Skills change yearly according to theme.</i></p>	<p>Gap analysis informs skills covered yearly.</p> <p>International Design Day <i>Skills change yearly according to theme.</i></p> <p>Healthy Living Week <u>JIGSAW</u> I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I know how to make healthy lifestyle choices. I know how to keep myself clean and healthy, and understand how germs cause disease/illness. I know that all household products including medicine can be harmful if not used properly. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p><u>DT</u> I can talk about what I eat and begin to discuss healthy foods.</p>	<p>birds and mammals, including pets).</p> <p><u>JIGSAW</u> I am starting to understand the life cycles of animals and humans.</p> <p>GAF <u>Music</u> I can listen to, copy and repeat a simple rhythm or melody. I can use musical words and phrases to describe a piece of music. I can say what I like/dislike about a piece of music and describe how it makes me feel.</p> <p><u>Art</u> I can use artwork to record ideas, observations and experiences. I can experiment with different materials to design and make products in 2 and 3 dimensions. I can use a variety of tools (e.g. pencils, crayons) to represent objects in lines.</p>
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Year 1 - Curriculum Map

	<p>partner. I can tackle a new challenge and understand this might stretch my learning. I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p>					<p>The Big Sing & Make Music Day <u>Music</u> I can follow the conductor or band leader. I can concentrate and listen to a piece of music. I can perform rhymes, raps and songs. I can say what I like/dislike about a piece of music and describe how it makes me feel. I can name different musical instruments. I can understand how to sing musically after warming up, sitting or standing well to that I can project the sounds confidently.</p> <p>Sports Day <u>JIGSAW</u> I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I know how to make healthy lifestyle choices. I can tell you why I think my body is amazing and can identify some ways to</p>
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						keep it safe and healthy.
Forest Explorers (To be edited)	Andy Goldsworthy picture using natural resources.	Mud pies.	Draw new things that are growing.	Create your own super hero using natural resources.	Explore the pond area.	Create your own sea creature using natural materials.

GST Theme “Energy” highlighted throughout curriculum