St Margaret's Curriculum Map 2024-2025

Year 1

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
I wonder theme…	**What makes me special?**	**Where does our food come from?**	**Do all children have toys?**	**What is it like in China?**	**What is it like to be an explorer?**	**What's the weather like?**
English Texts	I Love Me – Marvyn Harrison & Diane Ewen A Hole in the Zoo The Three Little Pigs – linked to Science topic – 'Animals inc. Humans – Ourselves'	Katie Morag Stanley's Stick Oliver's Fruit Salad – linked to DT topic – 'Cooking Fruit & Vegetables'	That Rabbit Belongs to Emily Brown Dogger Toy Story – linked to History topic – 'How have toys changed?'	The Nian Monster – linked to Geography topic – 'What is it like to live in Shanghai?'	The Great Explorer – linked to History topic – 'How have explorers changed the world?'	Jack and the Beanstalk The Tiny Seed – revisit learning from last half term's Science topic – 'What's Growing in Our Garden?'
Science	Animals including Humans – Sensitive Bodies (Year 1)	Animals – Comparing Animals (Year 1)	Materials – Use of everyday materials (Year 1)	Introduction to Plants	Forces and Space – Seasonal Changes (Year 1)	Forces and Space – Seasonal Changes (Year 1)
Science Objectives	Pupils who are **secure** will be able to: • Draw and label human body parts. • Identify the body parts associated with each sense. • When working scientifically, pupils who are **secure** will be able to: • Compare and group body parts. • Begin to recognise patterns in data and use these to answer questions.	Pupils who are **secure** will be able to: • Name and describe the physical features of a range of animals. • Sort animals into groups based on their similarities and differences. • Identify characteristics specific to mammals, birds,	Pupils who are **secure** will be able to: • Name objects and identify the materials they are made from. • Recognise that objects are made from materials that suit their purpose. • Recall that a property is	Pupils who are **secure** will be able to: • Identify plants and their features. • Recall some of the roles that flowering plant parts have. • Name some trees and their parts. • Identify similarities	Pupils who are **secure** will be able to: • Name the four seasons in order and describe the typical weather in each. • Name some activities and events in the four seasons. • Describe the appearance of a tree's leaves	Pupils who are **secure** will be able to: • Name the four seasons in order and describe the typical weather in each. • Name some activities and events in the four seasons. • Describe the appearance

	• Record data in a table. • Measure using non-standard units.	reptiles, amphibians and fish. • Recall the diets of carnivores, herbivores and omnivores. When working scientifically, pupils who are **secure** will be able to: • Use a non-fiction text to find out about specific animals' diets. • Recognise that there are different ways to gather data. • Record data in a block graph and use this to answer questions. • Recognise what the scientist Jane Goodall was known for. • Recall some of Jane Goodall's key findings.	how a material can be described. When working scientifically, pupils who are **secure** will be able to: • Sort objects based on the materials they are made from. • Group objects based on their properties. • Suggest ways to test materials for their properties. • Make predictions and recognise whether they were accurate. • Use their observations to answer questions. • Begin to recognise if a test is fair.	and differences between deciduous and evergreen leaves. • Recall that seeds and bulbs come from plants. • Recognise that seeds need water for growth. When working scientifically, pupils who are **secure** will be able to: • Raise questions about plants and respond to suggestions on how to set up an investigation to answer a question. • Use a magnifying glass to observe the different parts	in each season. • Recall that summer has the most daylight hours and winter has the least daylight hours. • Record data about the temperature across the four seasons. • Label a map of the UK with capital cities and seasonal weather symbols. When working scientifically, pupils who are **secure** will be able to: • Complete a pictogram and use it to answer simple questions. • Record data about the temperature across the four seasons.	of a tree's leaves in each season. • Recall that summer has the most daylight hours and winter has the least daylight hours. • Record data about the temperature across the four seasons. • Label a map of the UK with capital cities and seasonal weather symbols. When working scientifically, pupils who are **secure** will be able to: • Complete a pictogram and use it to answer simple questions.

				of flowering plants. • Draw and label a diagram of a flowering plant. • Use an identification chart to name flowering plants. • Sort plants into groups based on specific criteria. • Use non-standard units to measure leaf length. • Recognise similarities and differences in seeds and bulbs. • Recognise that predictions do not always match observations. • Identify which plant parts can be eaten. • Recognise that scientific		• Record data about the temperature across the four seasons.

				research into plants leads to important discoveries.		
Science Vocabulary	• action • bitter • blind • body • compare • data • direction • distance • feeling • group • hearing • investigation • loud • obstacle • pattern • quiet • research • salty • sense • senses • sensitive • sight • smell • sour • sweet • taste • touch • volume	• amphibian • bird • block chart • body • carnivore • compare • data • diet • differences • feature • fish • group • herbivore • hunt • mammal • observe • omnivore • pet • record • reptile • research • scientist • similarities • tally	• absorbent • data • fabric • glass • group • material • metal • object • opaque • plastic • property • rock • tough • transparent • waterproof • wood	• data • deciduous • diagram • edible • evergreen • feature • fruit • flower • garden plants • grouping • growth • investigation • leaf • measure • observe • plant • prediction • roots • research • seed • shoot • stem • trunk • wild plants	• conclusion • data • deciduous tree • evergreen tree • pictogram • predict • record • season • sunrise • sunset • symbol • temperature • thermometer • weather	• conclusion • data • deciduous tree • evergreen tree • pictogram • predict • record • season • sunrise • sunset • symbol • temperature • thermometer • weather
History / Geography	How am I making History?	What is it like here?	How have toys changed?	What is it like to live in Shanghai?	How have explorers changed the world?	What is the weather like in the UK?

						Trip to Writtle Farm
History / Geography Objectives	Pupils who are **secure** will be able to: • Order three photographs correctly on a simple timeline. • Use the terms 'before' and 'after' when discussing their timelines. • Talk about three memories and place one of them on a timeline. • Explain why memories are special and name four events that they celebrate throughout the year. • Think of three ways they celebrate their birthday. • Ask a visitor one question about childhood in the past. • Know a similarity and a difference between childhood now and in the past. • Add three ideas to a time capsule about themselves.	Pupils who are **secure** will be able to: • Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. • Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. • Recognise four features in the school grounds using a map. • Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.	Pupils who are **secure** will be able to: • Discuss their favourite toy using language related to the past. • Ask questions about toys in the past. • Make comparisons between toys in the past and present. • Sequence artefacts from different periods of time. • Identify changes between teddy bears today and those from 100 years ago. • Discuss how toys different around the world • Describe how toys have	Pupils who are **secure** will be able to: • Give examples of human and physical features. • Identify features they see on a walk. • Explain the location of features using some directional language. • Use an aerial photograph to locate physical and human features. • Draw simple pictures or symbols on a sketch map. • Draw compass points. • Name the continent they live in. • Use an atlas to locate the	Pupils who are **secure** will be able to: • Explain what explorers do • Name equipment or transport an explorer would need. • Sequence four photographs from different periods of time. • Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). • Identify where they travelled and write a sentence about the achievements of one explorer. • Select the most important	Pupils who are **secure** will be able to: • Name and locate the four countries on a map of the UK. • Identify the country they live in. • Identify the four seasons. • Describe some seasonal changes. • Identify the four compass directions. • Use the compass directions to describe the location of features. • Observe and describe daily weather patterns. • Begin to locate the

	• Use key vocabulary to compare the present, the past and possible changes in the future	• Draw a design to improve three areas of the playground using the results from the survey.	changed over time	UK and China on a world map. • Use an atlas to locate Europe and Asia on a world map. • Identify China's physical and human geography. • Sort physical and human features using photographs. • Identify physical and human features in images of Shanghai. • Compare Shanghai to their locality. • Identify similarities and differences between human and physical features.	events in a historical story. • Sequence events on a timeline and use this to retell the story. • Describe what they can see in a photograph. • Make inferences about what a person in an image could be saying and ask questions to further their understanding. • Recall information about past and presentation exploration. • Understand events in relation to the present day and compare how exploration has changed over time. • Describe how an explorer is significant and	four capital cities of the UK. • Explain what the weather is like during each season in the UK. • Suggest appropriate clothing and activities for each season.

					how they impacted events or people's ideas. • Present significant people using a coat of arms.	
History / Geography Vocabulary	• celebrate • celebration • change • childhood • different • event • family • future • grandparent • lifetime • living memory • memory • now • present • past • remember • significant • similar • time capsule • timeline	• aerial photograph • aerial view • atlas • city • country • directional language • distance • features • globe • improve • key • land • locate • location • map • north • place • questionnaire • sea • survey • symbol • town • village	• artefact • century • decade • different • evidence • living memory • memory • modern • now • past • present • remember • similar • source • special	• continent • country • different • directional language e.g. near, far, next to, behind, etc. • key • human feature • map • physical feature • similar • symbol	• achievement • beyond living memory • coat of arms • determination • discovery • equipment • event • exploration • explorer • historical significance • living memory • North Pole • past • present • qualities • remember • resilience • solo • timeline • transport • voyage • yacht	• atlas • capital city • climate • compass • continent • country • direction • east • land • locate • location • map • north • rain gauge • season • south • temperature • thermometer • weather • weather vane • west

Art / DT	Drawing – Make your mark (Year 1)	Cooking – Fruit and Vegetables	Craft and design: Woven wonders – making their own feely box toy	Textiles – Puppets (Nian Monster)	Painting - Clarance Cliff's 'Circle Tree' (exploring trees around the world link)	Structures: Constructing a windmill (linked with wind weather and windmills in Essex)
Art / Dt Objectives	Pupils who are secure will be able to: • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.	Pupils who are secure will be able to: • Describe fruits and vegetables and explain why they are a fruit or a vegetable. • Name a range of places that fruits and vegetables grow. • Describe basic characteristics of fruit and vegetables. • Prepare fruits and vegetables to make a smoothie.	Pupils who are secure will be able to: • Give an opinion about whether an activity counts as 'art'. • Listen attentively to a visitor describing their creative interests. • Draw and talk about a remembered experience of making something creative. • Independently choose and measure lengths of wool and join wool sections together. • Adjust their wrapping technique if something	Pupils who are **secure** will be able to: • Join fabrics together using pins, staples or glue. • Design a puppet and use a template. • Join their two puppets' faces together as one. • Decorate a puppet to match their design.	Pupils who are **secure** will be able to: • Name the primary colours. • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing. • Mix five different shades of a secondary colour. • Decorate their hands using a	Pupils who are **secure** will be able to: • Follow design criteria to meet the needs of a user. • Make a stable structure. • Make functioning sails/blades that attach to the supporting structure. • Improve their windmill.

			doesn't work well. • Show that they are selecting colours thoughtfully. • Be open to trying out a new skill. • Show that they are choosing materials based on colour, thickness and flexibility. • Show resilience and keep going when things don't go right the first time. • Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). • Weave with paper, achieving a mostly accurate pattern of		variety of patterns. • Mix secondary colours with confidence to paint a plate. • Describe their finished plates.	

			alternating strips. • Describe their own weaving and compare it to Vicuna's artwork. • Attach things securely to their box loom. • Remember the process needed for weaving and attach some elements in this way. • Discuss the choices they make and what they like about their finished work.			
Art / DT Vocabulary	• 2D shape • 3D shape • abstract • chalk • charcoal • circle • continuous • cross-hatch • diagonal • dots • firmly • form • horizontal	• fruit • vegetable • seed • leaf • root • stem • smoothie • healthy • carton • design • flavour • peel • slice	• art • artist • craft • knot • loom • plait • thread • threading • warp • weaving • weft	• decorate • design • fabric • glue • model • hand puppet • safety pin • staple • stencil • template	• blend • hue • kaleidoscope • pattern • mix • primary colour • print • secondary colour • shade • shape • space • texture	• axle • base • centre • equal • evaluate • middle • rotate • rotor • rotor blades • sails • same • stable • strong

	• lightly • line • mark making • narrative • observe • optical art • pastel • printing • shade • shadow • straight • texture • vertical • wavy				• thick	• structure • test • weak • wind • windmill
Music	1. Pulse and rhythm 2. (Theme: All about me)		Timbre and rhythmic patterns (fairytales)		Pitch and tempo (Superheroes)	
Music Objectives	Pupils who are **secure** will be able to: • Clap the rhythm of their name. • Clap in time to music. • Sing the overall shape of a melody. • Play in time to music. • Copy and create rhythms based on word patterns. • Play on the pulse. 3.		Pupils who are **secure** will be able to: • Chant the well-known phrase, "I'll huff…" • Make changes to their voices to represent a character. • Choose a suitable sound to represent a specific point in a story.		Pupils who are **secure** will be able to: • Explain what pitch means. • Identify whether a note is higher or lower. • Create a pattern using two pitches, then play or sing it. • Explain what tempo means. • Identify simple tempo	

			• Play a rhythmic pattern along with their spoken words. • Identify and hold up the correct sign to correspond to some music. • Play/chant along with the elements of a story with prompting from the teacher.		changes in music. • Perform a pattern that gradually gets faster (accelerando). • Contribute to a group composition and performance by creating, selecting, combining and performing sounds. • Suggest improvements to their work.	
Music Vocabulary	• rhythm • pulse		4. timbre 5. pulse 6. rhythm 7. syllables 8. strings 9. timpani 10. oboe 11. clarinet 12. bassoon 13. french horn 14. flute	15.	16. accelerando 17. high pitched 18. low pitch 19. perform 20. performance 21. pitch 22. pitch pattern 23. tempo	
Computing	Online safety (3 safety rules) 1.	Data handling: Introduction to data (linked to favourite fruit or vegetables)		Digital Imagery (linked to Chinese Dragon and puppets in DT)		Programming 1: Algorithms unplugged

Computing Objectives	Pupils who are **secure** will be able to: • Explain what is meant by online information. • Recognise what information is safe to be shared online. • Explain why we need passwords and what makes a strong password. • Understand that they need to ask permission before sharing content online and explain why. • Understand that they have the right to deny their permission to information about them being shared online. • Say who they can ask for help with online worries. • Use some strategies to work out if online information is reliable or not.	Pupils who are **secure** will be able to: • Represent animal-themed data in different ways, using objects and technology. • Log in and use mouse and keyboard skills to navigate the computer. • Represent the same data as a pictogram and a table or chart. • Collect data about minibeasts using a tally chart and represent data digitally. • Click and drag objects to sort data using a branching database. • Consider the types of input used to gather different forms of data when designing an invention.		Pupils who are **secure** will be able to: • Plan a pictorial story using photographic images in sequence. • Explain how to take clear photos. • Take photos using a device. • Edit photos by cropping, filtering and resizing. • Search for and import images from the internet. • Explain what to do if something makes them uncomfortable online. • Organise images on the page, orientating where necessary.		Pupils who are **secure** will be able to: • Explain what an algorithm is. • Write clear algorithms. • Follow an algorithm. • Explain what inputs and outputs are. • Create an achievable program. • Decompose a design into steps. • Identify bugs in an algorithm and how to fix them.

Computing Vocabualry	Contact Conduct Content Safe Report	• bar chart • block graph • branching database • categorise • chart • click and drag • compare • count • data • data collection • data record • data representation • edit • input • keyboard • line graph • mouse • information • label • pictogram • pie chart • process • record • resize • sort • table • tally • values		• background • blurred • camera • clear • crop • delete • device • digital camera • download • drag and drop • edit • editing software • filter • image • import • internet • keyword • online • photograph • resize • save as • screen • search engine • sequence • software • storage space • visual effects		• algorithm • artificial intelligence • bug • chunks • code • computer • debug • decompose • device • directions • input • instructions • manageable • order • organise • output • program • problem • solution • specific • tasks • virtual assistant
PSHE - Jigsaw	Being me in My world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
PE – Complete PE	Feet 1	Body Parts	Growing	Health and Wellbeing	Rackets, Bats and Balls	Team building