

BURE PARK PRIMARY SCHOOL CURRICULUM KNOWLEDGE MAP

YEAR 1



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECT						
ENGLISH	RWI SCHEME	RWI SCHEME	RWI SCHEME	RWI SCHEME	RWI SCHEME	RWI SCHEME
	Additional reading and writing sessions throughout the year focusing on topical texts, non-fiction and poetry.					
MATHS	Place Value (10) Addition and Subtraction (10)	Place Value (20)	Addition and subtraction (20)	Place Value to 50 Measurement	Multiplication and division Fractions	Place Value to 100 Money Time
SCIENCE	Seasonal Changes -ongoing - observe changes across the 4 seasons - observe and describe weather associated with the seasons and	Animals, including humans - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)		Materials - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass,	Plants - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees	

	how day length varies	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties	
HISTORY		Events: Bonfire Night, Remembrance Day - significant historical events, people - Looking at the life and work of Charles Darwin, David Attenborough and Steve Backshall - events beyond living memory		Significant People: Flying/Transport - 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] - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

		that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]			significant historical events, people and places in their own locality – Roger Bannister (Sports Week)
GEOGRAPHY		Geographical skills and fieldwork use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Comparing Localities - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - identify seasonal and daily weather patterns in the United Kingdom		Continents and Oceans - name and locate the world's seven continents and five oceans Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the

		● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ● use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ● identify human and physical features Place knowledge ● understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		countries, continents and oceans studied at this key stage	
ART AND DESIGN	Spirals		Playful Making		Flora and Fauna	

AccessArt ‘Split’ Curriculum	Drawing, Sketchbooks, Collage Key Concepts: • That drawing is a physical and emotional activity. That when we draw, we can move our whole body. • That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. • That we can draw from observation or imagination. • That we can use colour to help our drawings engage others.		Sculpture, Drawing Key Concepts: • That when we make art in 3 dimensions it is often called Sculpture. • That we can generate ideas through playful exploration. • That we can build understanding of the properties of materials through manipulation. • That making sculpture is a partnership between materials, ideas, hands and tools. • That we can reflect upon our intention when we see our ideas made physical.		Drawing, Collage, Sketchbooks Key Concepts: • That artists can be inspired by the flora and fauna around them. • That we can use careful looking to help our drawing, and use drawing to help looking. • That we can use a variety of materials to make images, and that the images we make can become imaginative. • That we can create individual artwork, and that we can bring that artwork together to make a shared artwork.	
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	● ARTISTS: Molly Haslund		● ARTISTS: Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett		● ARTISTS: Eric Carle, Joseph Redoute, Jan Van Kessel	
DESIGN AND TECHNOLOGY	Sandwiches – Cooking and Nutrition ● use the basic principles of a healthy and varied diet to prepare dishes ● understand where food comes from Design ● design purposeful, functional, appealing products for themselves and other users based on design criteria	●	Structures Design ● generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ● select from and use a range of tools and equipment to perform practical tasks		Textiles Design ● design purposeful, functional, appealing products for themselves and other users based on design criteria ● generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups Make ● select from and use a range of tools and	

	● generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make ● select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ● select from and use a wide range of materials and components, including construction		[for example, cutting,] ● select from and use a wide range of ingredients, according to their characteristics Evaluate ● explore and evaluate a range of existing products ● evaluate their ideas against design criteria Technical knowledge ● build structures, exploring how they can be made stronger, stiffer and more stable		equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ● select from and use a wide range of materials and components- textiles, according to their characteristics Evaluate ● explore and evaluate a range of existing products ● evaluate their ideas against design criteria Technical knowledge ● strength of materials, stitches etc	
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	materials, textiles and ingredients, according to their characteristics Evaluate ● explore and evaluate a range of existing products ● evaluate their ideas and products against design criteria					
COMPUTING	E-Safety (ongoing) ● use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Word processing ● use technology purposefully to create, organise, store, manipulate and retrieve digital content	Algorithms ● understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Algorithms ● understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	PPT ● use technology purposefully to create, organise, store, manipulate and retrieve digital content	PPT ● use technology purposefully to create, organise, store, manipulate and retrieve digital content

	● recognise common uses of information technology beyond school		● create and debug simple programs ● use logical reasoning to predict the behaviour of simple programs	● create and debug simple programs ● use logical reasoning to predict the behaviour of simple programs		
MUSIC ‘Charanga’ Scheme ‘B’	Adding Rhythm & Pitch <i>How does music tell stories about the past?</i> This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship: ● Listening ● Singing ● Playing ● Improvising and Composing ● Performing		Combining Pulse, Rhythm & Pitch <i>How does music help us to understand our neighbours?</i> This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship: ● Listening ● Singing ● Playing ● Improvising and Composing		Explore Sound and Create a Story <i>How does music teach us about looking after our planet?</i> This unit sets out sequences of learning around a song in key musical areas which, over time, all contribute towards the steadily increasing development of musicianship: ● Listening ● Singing ● Playing ● Improvising and Composing ● Performing	

			● Performing			
PHYSICAL EDUCATION ‘Get Set 4 PE’	Team building Fundamentals Throwing and catching	Dance Sending and receiving Ball skills	Gymnastics Ball skills Multi-skills	Yoga Target games Striking and fielding	Striking and fielding Fitness Athletics	Net and Wall Invasion Games Athletics
RELIGIOUS EDUCATION	What does it mean to be me?	Why do we celebrate important occasion?	What makes some people so important?		Why is it important to look after our world?	
RELATIONSHIPS AND SEX EDUCATION ‘Jigsaw’ Scheme	Being Me	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me