

# Year 1 Curriculum Map

Autumn 1

| Year 1- Animals, including humans 1 - All about me |                                                                                                                               |                                                                                   |                                                        |                                                                                                                                                                                                                                            |
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| Lesson Intention                                   | National Curriculum Reference                                                                                                 | Scientific Enquiry Covered                                                        | Rocket Words Covered                                   | Resources Needed                                                                                                                                                                                                                           |
| Discover the basic parts of the human body         | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Identify and classify                                                             | head<br>body<br>skeleton<br>limb<br>joint              | Class presentation, pen, pencil, wallpaper, marker pens.                                                                                                                                                                                   |
| Learn about eyes and sight                         | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Perform simple tests<br><br>Gather and record data to help in answering questions | brain<br>eyelash<br>eye<br>sight<br>pupil              | Class presentation, drawing materials.                                                                                                                                                                                                     |
| Learn about ears and hearing                       | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Perform simple tests<br><br>Gather and record data to help in answering questions | sound<br>ear<br>sign language<br>vibration<br>deafness | Class presentation, pen, pencil, a range of instruments or different objects to create sounds                                                                                                                                              |
| Explore the tongue and taste                       | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Use observations and ideas to suggest answers to questions                        | tongue<br>mouth<br>taste<br>flavour<br>sweet           | Class presentation, bread dipped or spread with a variety of different flavours for children to taste. You could use marmite, honey, jam, lemon juice, cream cheese, olive oil. You could also include a variety of fruits and vegetables. |
| Explore the sense of touch                         | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Gather and record data to help in answering questions                             | touch<br>fingertips<br>skin<br>organ<br>brain          | Class presentation, range of classroom objects.                                                                                                                                                                                            |
| Discover how your nose smells                      | Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | Identify and classify                                                             | smell<br>odour<br>nose<br>nostril<br>nose hair         | Class presentation, a selection of containers suitable for putting food in. A range of food to smell; for instance, vinegar, garlic, cinnamon sticks, fruits, washing up liquid, liquid hand soap, cheese, crisps, chocolate and onion.    |

| Year 1 - Animals, including humans 2 - All about animals          |                                                                                                                                   |                                                                                  |                                                                    |                                                     |
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| Lesson Intention                                                  | National Curriculum Reference                                                                                                     | Scientific Enquiry Covered                                                       | Rocket Words Covered                                               | Resources Needed                                    |
| Discover animal families                                          | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals                             | Group and sort                                                                   | fish<br>amphibian<br>reptile<br>mammal<br>bird                     | Class presentation, scissors, glue, pen and pencil. |
| Learn about the differences between mammals and birds             | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | Use observations and ideas to suggest answers to questions<br><br>Group and sort | feather<br>warm-blooded<br>characteristic<br>backbone<br>hatchling | Class presentation, scissors, glue, pen and pencil. |
| Learn about the differences between amphibians, reptiles and fish | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | Use observations and ideas to suggest answers to questions<br><br>Group and sort | amphibian<br>reptile<br>gills<br>scale<br>cold-blooded             | Class presentation and handout to play the game.    |
| Discover the types of food living things eat                      | Identify and name a variety of common animals that are carnivores, herbivores and omnivores                                       | Use observations and ideas to suggest answers to questions<br><br>Group and sort | herbivore<br>carnivore<br>omnivore<br>predator<br>canines          | Class presentation.                                 |
| Explore the difference between wild animals and pets              | Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | Use observations and ideas to suggest answers to questions<br><br>Group and sort | pet<br>wild<br>shelter<br>veterinary<br>natural                    | Class presentation, pen and pencil.                 |
| Explain the characteristics of an animal                          | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals                             | Use observations and ideas to suggest answers to questions<br><br>Group and sort | similarities<br>differences<br>compare<br>unsuitable<br>climate    | Class presentation.                                 |

| Year 1 - Everyday materials - Exploring everyday materials     |                                                                                                             |                                                                                                                                                                      |                                                       |                                                                                    |
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| Lesson Intention                                               | National Curriculum Reference                                                                               | Scientific Enquiry Covered                                                                                                                                           | Rocket Words Covered                                  | Resources Needed                                                                   |
| Identify and name a variety of everyday materials              | Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock    | Identify and classify                                                                                                                                                | material<br>fabric<br>wood<br>plastic<br>metal        | Squares of fabric, wood, plastic, metal and a bag.                                 |
| Distinguish between an object and the material it is made from | Distinguish between an object and the material it is made from                                              | Use observations and ideas to suggest answers to questions                                                                                                           | object<br>glass<br>property<br>brick<br>elastic       | Everyday objects from the classroom.                                               |
| Describe the properties of everyday materials                  | Describe the simple physical properties of a variety of everyday materials                                  | Perform simple tests<br><br>Gather and record data to help in answering questions                                                                                    | property<br>opaque<br>transparent<br>dull<br>stiff    | A selection of everyday objects that match the handout.                            |
| Identify objects that are natural and those that are manmade   | Compare and group together a variety of everyday materials on the basis of their simple physical properties | Identify and classify                                                                                                                                                | natural<br>man made<br>factory<br>rubber<br>polyester | Scissors and a glue stick.                                                         |
| Predict and identify if an object will float or sink           | Compare and group together a variety of everyday materials on the basis of their simple physical properties | Perform simple tests                                                                                                                                                 | predict<br>float<br>sink<br>submerge<br>buoyant       | Bowls of water. A selection of objects to investigate.                             |
| Explore which materials are best for different objects         | Describe the simple physical properties of a variety of everyday materials                                  | Perform simple tests<br>Identify and classify<br>Use observations and ideas to suggest answers to questions<br>Gather and record data to help in answering questions | absorbent<br>sponge<br>waterproof<br>umbrella<br>soak | Sponges, paper towels, paper, cloth, tin foil, cut up plastic bag, tray and water. |

| <b>Year 1 - Everyday materials - Building (based on the Three Little Pigs)</b> |                                                                                                                    |                                                                   |                                                                             |                                                                                                                                                                                                      |
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| <b>Lesson Intention</b>                                                        | <b>National Curriculum Reference</b>                                                                               | <b>Scientific Enquiry Covered</b>                                 | <b>Rocket Words Covered</b>                                                 | <b>Resources Needed</b>                                                                                                                                                                              |
| <b>Build a structure strong enough to withstand wind</b>                       | <b>Describe the simple physical properties of everyday materials</b>                                               | <b>Perform simple tests</b>                                       | <b>solid<br/>strong<br/>brick<br/>clay<br/>wind</b>                         | <b>Hairdryer/fan, a selection of materials for children to explore and select to build their house and adhesives.</b>                                                                                |
| <b>Build a waterproof structure</b>                                            | <b>Compare and group together a variety of everyday materials on the basis of their simple physical properties</b> | <b>Perform simple tests</b>                                       | <b>waterproof<br/>absorbent<br/>non-absorbent<br/>roof<br/>slate</b>        | <b>A selection of materials for children to test if they are waterproof (as a class), a selection of materials for children to build their roofs, adhesives, a sponge and a small bowl of water.</b> |
| <b>Understand the properties of glass and its uses</b>                         | <b>Describe the simple physical properties of everyday materials</b>                                               | <b>Use observations and ideas to suggest answers to questions</b> | <b>transparent<br/>opaque<br/>suitable<br/>window pane<br/>window frame</b> | <b>Clear plastic or acetate, card and sticky tape.</b>                                                                                                                                               |
| <b>Understand that materials are used to create a variety of furniture</b>     | <b>Describe the simple physical properties of everyday materials</b>                                               | <b>Use observations and ideas to suggest answers to questions</b> | <b>fabric<br/>furniture<br/>cotton<br/>mattress<br/>soft</b>                | <b>Class presentation, pen and pencils, craft materials and fabrics.</b>                                                                                                                             |
| <b>Explore a variety of fabrics and understand their different properties</b>  | <b>Compare and group together a variety of everyday materials on the basis of their simple physical properties</b> | <b>Identify and classify</b>                                      | <b>wool<br/>weather<br/>jumper<br/>suitable<br/>waterproof</b>              | <b>Class presentation and clothing.</b>                                                                                                                                                              |
| <b>Explain the uses of materials and why they are suitable</b>                 | <b>Describe the simple physical properties of everyday material</b>                                                | <b>Use observations and ideas to suggest answers to questions</b> | <b>evaluate<br/>material<br/>properties<br/>tile<br/>garden</b>             | <b>Class presentation, pen and pencil.</b>                                                                                                                                                           |

| Year 1 – Plants                                                   |                                                                                                                                                                         |                                                                                                                                                                       |                                                             |                                                                                                                       |
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| Lesson Intention                                                  | National Curriculum Reference                                                                                                                                           | Scientific Enquiry Covered                                                                                                                                            | Rocket Words Covered                                        | Resources Needed                                                                                                      |
| Understand that seeds grow into plants                            | Become familiar with common names of flowers and plant structures including seeds                                                                                       | Ask simple questions<br>Observe closely and use simple equipment<br>Use their observations and ideas to suggest answers to questions                                  | seed<br>plant<br>tree<br>soil<br>predict                    | Variety of seeds, planting equipment: cups, soil, labels, water. Story of Jack and the Beanstalk.                     |
| Identify the basic parts of a plant and tree                      | Identify and describe the basic structure of a variety of common flowering plants, including trees<br>Become familiar with common names of flowers and plant structures | Identify and classify                                                                                                                                                 | stem<br>petal<br>leaf<br>root<br>flower                     | 2 or 3 fully grown garden plants in pots. Paper and pens for drawing or coloured card, scissors and glue.             |
| Understand that different plants can grow in the same environment | Identify and name a variety of common wild and garden plants                                                                                                            | Identify and classify<br>Gather and record data                                                                                                                       | environment<br>weed<br>daisy<br>dandelion<br>wild           | Clipboards and pens if going on a walk. Scissors and glue if sorting the pictures.                                    |
| Know the difference between deciduous and evergreen trees         | Identify and name a variety of deciduous and evergreen trees                                                                                                            | Observe closely, using simple equipment                                                                                                                               | deciduous<br>evergreen<br>seasons<br>branch<br>bush         | Crayons and paper for leaf rubbing; a selection of leaves for children to examine; microscopes or magnifying glasses. |
| Know that fruit trees and vegetables are varieties of plants      | Understand how plants change over time                                                                                                                                  | Observe closely<br>Identify and classify<br>Use their observations and ideas to suggest answers to questions<br>Gather and record data to help in answering questions | supermarket<br>fruit<br>vegetable<br>farm<br>tractor        | A selection of fruits and vegetables and their seeds or stones. Tools for cutting.                                    |
| Record the growth of a plant                                      | Observe the growth of planted flowers<br>Become familiar with plant structures<br>Keep records of how plants change over time                                           | Observe closely<br>Gather and record data                                                                                                                             | growth<br>seedling<br>young plant<br>adult plant<br>observe | The plants from Lesson 1. Ruler.                                                                                      |



Summer 2

| <b>Year 1 - Seasonal changes</b>                 |                                                                                                                               |                                                                                        |                                                             |                                                                                                                     |
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| <b>Lesson Intention</b>                          | <b>National Curriculum Reference</b>                                                                                          | <b>Scientific Enquiry Covered</b>                                                      | <b>Rocket Words Covered</b>                                 | <b>Resources Needed</b>                                                                                             |
| Understand there are four seasons                | Observe changes across the four seasons                                                                                       | Using their observations and ideas to suggest answers to question                      | season<br>spring<br>summer<br>autumn<br>winter              | A large measuring bowl for collecting rainwater. Colouring and drawing resources.                                   |
| Understand the changes that take place in autumn | Observe changes across the four seasons<br>Observe and describe weather associated with the seasons and how day length varies | Using their observations and ideas to suggest answers to question                      | autumn<br>hibernate<br>weather<br>protect<br>harvest        | Rain gauges, drawing and colouring resources if designing the den, or junk modelling resources if creating a model. |
| Understand the changes that take place in winter | Observe changes across the four seasons<br>Observe and describe weather associated with the seasons and how day length varies | Using their observations and ideas to suggest answers to questions                     | winter<br>weather<br>frost<br>sleet<br>temperature          | Rain gauges.                                                                                                        |
| Understand the changes that take place in spring | Observe changes across the four seasons<br>Observe and describe weather associated with the seasons and how day length        | Identifying and classifying                                                            | spring<br>compare<br>changes<br>grow<br>chick               | Rain gauge, scissors and glue.                                                                                      |
| Understand the changes that take place in summer | Observe changes across the four seasons<br>Observe and describe weather associated with the seasons and how day length varies | Using their observations and ideas to suggest answers to questions                     | summer<br>warm<br>sun protection<br>temperature<br>heatwave | Rain gauges, drawing and colouring resources.                                                                       |
| Investigate how you can measure rainfall         | Observe and describe weather associated with the seasons and how day length varies                                            | Performing simple tests<br>Gathering and recording data to help in answering questions | rainfall<br>measuring<br>record<br>results<br>graph         | The rainwater collected over five weeks. Writing and colouring resources.                                           |