



St George's Catholic Primary School Curriculum Map – Key Stage 1

We are learning and growing together as God's family. We will always do our best to love and respect each other as we prepare for our future

Link Colour Key	Social	Moral	Spiritual	Cultural	
	Term	History	Geography	Science	Design & Technology
Year 1	Autumn 1	Topic	What will we see around the world?		Seasonal changes
		Skills	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Learn about the human and physical geography of a small area in (several) non-European countries Read images, maps, atlases and globes Ask and answer questions Use basic geographical vocabulary. 	<p><u>PNC</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Creating and making different animals masks using a variety of different materials.</p> <p>Drawing and creating Chinese lanterns using different materials.</p>
	Links				



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Year 1	Autumn 2	Topic How did the first flight change the world?	Skills In this unit, the children will: learn about events beyond living memory that are significant globally know where the people and events they study fit within a chronological framework identify similarities and differences between ways of life in different periods.	Everyday materials <u>PNC:</u> -Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, 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.
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Year 1	Spring 1	Topic	What was life like when our grandparents were children		Everyday materials	Healthy Eating.
		Skills	In this unit, the children will: develop an awareness of the past use common words and phrases relating to the passing of time identify similarities and differences between ways of life in different periods.		PNC: -Distinguish between an object and the material from which it is made -Identify and name a variety of everyday materials, including wood, plastic, glass, 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 -Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products e.g. fruit and vegetables. Cut, peel, grate, chop a range of ingredients. Work safely and hygienically. Understand the need for a variety of foods in a diet. Measure and weigh food items, non-statutory measures e.g. spoons, cups.
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Year 1	Spring 2	Topic	What is it like where we live?		Plant detectives	
		Skills		<p>In this unit, the children will:</p> <ul style="list-style-type: none"> Develop knowledge about the locality Use simple fieldwork and observational skills in the school, its grounds and surroundings Know the differences between a map, plan and aerial photograph Recognise landmarks and basic human and physical features Use locational and directional language to describe the location of features and routes on a map Use basic geographical vocabulary. 	<p>PNC:</p> <ul style="list-style-type: none"> - 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. Beginning to ask simple questions and recognising that they can be answered in different ways. -Visit to Kew Gardens 	
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Year 1	Summer 1	Topic		Where do different animals live?	Looking at animals	P&C and Looking at Animals.
		Skills		<p>In this unit, the children will:</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Use world maps, atlases and globes to identify countries, continents and oceans</p> <p>Use simple fieldwork and observational skills.</p>	<p>PNC:</p> <ul style="list-style-type: none"> - 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. <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Beginning to ask simple questions and recognising that they can be answered in different ways.</p>	<p>Designing and making their own animals from their study fo Paws and Claws and "Looking at Animals"</p> <p>PNC:</p> <ul style="list-style-type: none"> -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, mock-ups and,where appropriate information and communication technology -Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, joining, finishing, etc. -Select from and use a wide range of materials and components, including construction materials, textiles, etc. -Evaluate their ideas and products against design criteria.
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Year 1	Summer 2	Topic	Who were the greatest explorers?		Using our senses	
		Skills	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> learn about the lives of significant individuals in the past who have contributed to national and international achievements know where the people and events they study fit within a chronological framework compare aspects of life in different periods. 		<p>PNC:</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Beginning to ask simple questions and recognising that they can be answered in different ways. 	
	Links					