



Year 1 Curriculum Map

Year 1 - Seasonal changes				
Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Understand there are four seasons	Observe changes across the four seasons	Using their observations and ideas to suggest answers to question	season spring summer autumn 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 Observe and describe weather associated with the seasons and how day length varies	Using their observations and ideas to suggest answers to question	autumn hibernate weather protect 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 Observe and describe weather associated with the seasons and how day length varies	Using their observations and ideas to suggest answers to questions	winter weather frost sleet temperature	Rain gauges.
Understand the changes that take place in spring	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length	Identifying and classifying	spring compare changes grow chick	Rain gauge, scissors and glue.
Understand the changes that take place in summer	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Using their observations and ideas to suggest answers to questions	summer warm sun protection temperature 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 Gathering and recording data to help in answering questions	rainfall measuring record results graph	The rainwater collected over five weeks. Writing and colouring resources.

Year 1- Animals, including humans 1 - All about me

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 body skeleton limb 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 Gather and record data to help in answering questions	brain eyelash eye sight 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 Gather and record data to help in answering questions	sound ear sign language vibration 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 mouth taste flavour 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 fingertips skin organ 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 odour nose nostril 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 - Everyday materials - Exploring everyday materials

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 fabric wood plastic 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 glass property brick 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 Gather and record data to help in answering questions	property opaque transparent dull 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 man made factory rubber 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 float sink submerge 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 Identify and classify Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions	absorbent sponge waterproof umbrella soak	Sponges, paper towels, paper, cloth, tin foil, cut up plastic bag, tray and water.

Year 1 - Everyday materials - Building (based on the Three Little Pigs)

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

Year 1 – Plants

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 Observe closely and use simple equipment Use their observations and ideas to suggest answers to questions	seed plant tree soil 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 Become familiar with common names of flowers and plant structures	Identify and classify	stem petal leaf root 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 Gather and record data	environment weed daisy dandelion 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 evergreen seasons branch 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 Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions	supermarket fruit vegetable farm 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 Become familiar with plant structures Keep records of how plants change over time	Observe closely Gather and record data	growth seedling young plant adult plant observe	The plants from Lesson 1. Ruler.

Year 1 - Animals, including humans 2 - All about animals

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 amphibian reptile mammal 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 Group and sort	feather warm-blooded characteristic backbone 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 Group and sort	amphibian reptile gills scale 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 Group and sort	herbivore carnivore omnivore predator 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 Group and sort	pet wild shelter veterinary 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 Group and sort	similarities differences compare unsuitable climate	Class presentation.