



Hanwell Fields Community School
The best in everyone™
Part of United Learning

Curriculum Map

Foundation Subjects

Year 1

	TERM 1	TERM 2	TERM 3
Working Scientifically	Ask simple questions. <ul style="list-style-type: none"> • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 		
Science	<u>Animals including humans:</u> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<u>Everyday materials:</u> <ul style="list-style-type: none"> • 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. <u>Seasonal changes:</u> (ongoing throughout the year) <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. 	<u>Plants:</u> <ul style="list-style-type: none"> • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.

Computing	<p>Digital Literacy- Online Safety:</p> <ul style="list-style-type: none"> • Explain what personal information is and why it is kept private. • Say how to get help and support from adults about digital content that concerns them. • <p>Digital Literacy- Technology in our lives:</p> <ul style="list-style-type: none"> • Say how different technologies that contain a computer are commonly used in school and at home. • Can consider their home and school use. 	<p>Information technology- Using a variety of software:</p> <ul style="list-style-type: none"> • Use technology purposefully to create digital content, including text, graphics, sound, and video. • Use technology to store and retrieve digital content. 	<p>Computer Science- Coding:</p> <ul style="list-style-type: none"> • Debug algorithms for a floor robot/turtle/programmable toy so that the defined outcome is achieved. • Predict the behaviour of simple programs, identifying where a floor robot/ turtle/ programmable toy will finish after a series of commands. • Say how algorithms are helpful for solving problems. • Control the movement of a floor robot/ turtle/ programmable toy using algorithms.
History	<p>Family History & Longitudinal study: community and family Change & continuity What is my family history?</p> <p>Local History - How has my community changed over time? Changes within living memory. Taught briefly focusing on how Hanwell Fields has changed over time and how Hanwell village has changed (the through, the old schoolhouse, the water pump etc)</p>	<p>Homes Why do people's homes look different at different points in history?</p>	

<p>Geography</p>	<p>Exploring key human and physical features in the UK and introducing fieldwork.</p> <p><i>'If you go down to the woods today'</i></p> <ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical feature. • Devise a simple map; and use and construct basic symbols in a key. • Use simple fieldwork and observational Use skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>'Silks, saris and spices'</p>	<p>Comparing the human and physical features of the UK with a non-European country.</p> <p>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.</p>
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<p>Art & Design</p>	<p>3D Explore 3D structures – observing and creating own from found materials Andy Goldsworthy</p> <p>Introduce “sketchbook” as being a place to record individual response to the world.</p> <p>Understand some of the activities which might take place in a sketchbook (e.g., drawing, cutting/sticking, collecting).</p> <p>Develop a “sketchbook habit”.</p> <p>Begin to feel a sense of ownership about the sketchbook.</p>	<p>Printmaking. Use plasticine, found materials or quick print foam. Search out found objects to be used as tools to press into plasticine to create texture and to understand notions of positive and negative. Use rollers or the backs of spoon to create pressure to make a print. Explore pattern, line, shape and texture. Link to fossils</p>	<p>Drawing Begin to explore a variety of drawing materials including pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</p> <p>Painting Recognize primary colours and use an experiential approach to simple colour mixing to discover secondary colours. e.g. <u>exploring colour</u> Link to plants</p>
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D&T	<p>Cooking and nutrition – fruit kebabs</p> <p>Investigate, disassemble, evaluate</p> <ul style="list-style-type: none"> •Investigate, disassemble, evaluate •Examine and name a range of fruits, handle and smell them, sketch and label •Cut and compare two contrasting fruits, explain terms – skin, peel, flesh and use sensory vocab to describe •Evaluate existing products to determine which is best and why •Classify fruits according to colour, texture, taste, where grown, how they are eaten <p>Focused practical task</p> <ul style="list-style-type: none"> •Discuss food hygiene practices •Name and demonstrate use of simple tools •Survey favourite fruits and represent in bar chart •Taste test <p>Design and make, evaluate</p> <ul style="list-style-type: none"> •Identify target group and communicate what they intend to make, based on research conducted in survey •Select and use appropriate fruit, processes and tools •Evaluate product - record in pictures/writing how it look, tastes and if it matches the brief 	<p>Textiles – using a paper pattern, joining fabric – design a suit for an astronaut</p> <p>Investigate, disassemble, evaluate</p> <ul style="list-style-type: none"> •Look at images/video of component parts of a space suit •Discuss types of fabric used and their properties <p>Focused practical task</p> <ul style="list-style-type: none"> •Become familiar with paint or draw software package <p>Design and make, evaluate</p> <ul style="list-style-type: none"> •Set design criteria – who is the suit for? What features are needed? Why? •Draw out and label the design •Use graphics program to create a template to act as a pattern •Identify tools and materials needed and method of joining fabrics to be used •Set order for making •Evaluate against design criteria 	<p>Static Structures</p> <p>Book with moving parts – link to Beside the Seaside</p> <p>Investigate, disassemble, evaluate</p> <ul style="list-style-type: none"> •Share and evaluate a range of books with moving parts – what does the part do? How does it work? Does it work well? •Introduce levers and sliders and how they make parts move •Show examples of how levers and pivots work and introduce key vocabulary <p>Focused practical task</p> <ul style="list-style-type: none"> •Explore simple mechanisms and levers using strips of card and construction kits •Explore ways of stiffening strips of card using pipe cleaners, straws. <p>Design and make, evaluate</p> <ul style="list-style-type: none"> •Plan story showing the evolution of a form of transport e.g. bicycle, car – which parts will move and how. Which order will things be done in? •Create paper prototype then card version •Evaluate how well the moving parts work, the impact on the reader and how well it matches the intended outcome
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Music	<p>Singing - Charanga Unit and Carols for Christingle Celebration</p> <p>KPIs:</p> <p>S1. Join in with singing familiar songs</p> <p>P1. Show awareness of the audience when performing (e.g., by looking at the audience, singing with appropriate volume)</p>	<p>Composition – Creating a soundscape (based on class text)</p> <p>KPIs:</p> <p>IC1. Make physical movements that reflect aspects of sounds, e.g., high and low, loud and quiet, fast and slow</p> <p>IC2. Suggest symbols to represent sounds, e.g., ways of playing or making sounds, loud and quiet, fast and slow</p> <p>LA1. Explain their own ideas and listen to others when exploring sounds and listening to music</p>	<p>Instrumental - Charanga Unit and Topic related</p> <p>KPIs:</p> <p>MU1. Keep a steady pulse with some accuracy, e.g., through tapping, clapping, marching, playing percussion</p> <p>MU2. Begin to recognise rhythmic patterns by saying or clapping syllables in words e.g., own names or topic related words (in a group)</p> <p>IC3. Contribute to a class composition by suggesting notes and explaining the reasons for their choices.</p>

<p>PE</p>	<p>Cross Country: changing pace, running in groups, sprint finish.</p> <p>Multi Skills: Agility, Balance & co-ordination using cones and tennis balls.</p> <p>Striking balls in different ways with different equipment - hockey sticks, cricket bats, tennis racquets, badminton.</p> <p>Tag rugby: the basics of running forward and passing backwards, stay behind the ball, lots of tag games.</p> <p>Netball & Basketball: developing control of the ball, passing and catching, movement, pivoting.</p>	<p>Sports Hall Athletics: focus on long jump, high stepper, speed bounce, shuttle run, target throw, javelin, chest push.</p> <p>Throwing & Catching: using lots of different types of ball. Using different throws for different situations.</p> <p>Gymnastics: using the wall bars, floor work, vaulting.</p>	<p>Basketball: ball control, travelling, shielding, passing, shooting, space hunting, communication.</p> <p>Athletics: Quad kids – 40m sprint, 200m run, Standing long jump, vortex throw.</p> <p>Cricket & rounders: bowling, fielding, catching, batting. Lots of different games getting the children used to using equipment.</p>
<p>RE</p>	<p><u>Belonging and Identity</u></p> <ul style="list-style-type: none"> • Understanding how religion offers belonging to faiths and the different religious families that exist. • Identify the different groups that children belong to. <p><u>Christianity</u></p> <ul style="list-style-type: none"> • Exploring the creation story within Christianity and how the world was made. 	<p><u>Judaism</u></p> <ul style="list-style-type: none"> • Understanding the important statement of the belief that one God created all things and what key Jewish beliefs are. <p><u>Buddhism</u></p> <ul style="list-style-type: none"> • Understand who the Buddha is, his key values and beliefs. 	<p><u>Sikhism</u></p> <ul style="list-style-type: none"> • Recognising that Sikhism begins with the Waheguru and only he knows the origin of the universe – not humans. Humans can only follow his teachings. <p><u>Hinduism</u></p> <ul style="list-style-type: none"> • Understanding the role of Brahma – the creator who made the universe. • Recognising the cycle of life in Hinduism.

<p>PSHE and RSE</p>	<p><u>Me and my relationships</u></p> <ul style="list-style-type: none"> • Recognise how others might be feeling by reading body language/facial expressions. • Recognise that they belong to various groups and communities such as their family • Suggest simple strategies for resolving conflict situations. <p><u>Valuing difference</u></p> <ul style="list-style-type: none"> • Identify some of the people who are special to you and recognise and name some of the qualities that make a person special. • Recognise and explain what is fair and unfair, kind and unkind and suggest ways we can show kindness to others. 	<p><u>Keeping myself safe</u></p> <ul style="list-style-type: none"> • Recognise emotions and physical feelings associated with feeling unsafe and identify people who can help you when you feel unsafe. • Explain simple issues of safety and responsibility about medicines and their use. • Understand and learn the PANTS rules and name and know which parts should be private. <p><u>Rights and responsibilities</u></p> <ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines and sequence personal hygiene routines into a logical order. • Explain the importance of looking after things that belong to you or to others. 	<p><u>Being my best</u></p> <ul style="list-style-type: none"> • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Understand how diseases can spread and recognise and use simple strategies for preventing the spread of diseases. • Recognise how a person's behaviour (including you own) can affect other people. <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. • Explain the difference between teasing and bullying • Identify who you can talk to if you feel uncomfortable about any secret you are told or told to keep. • Identify parts of the body that are private and describe ways in which private parts can be kept private.
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