



Curriculum Concept Map Class 1: Years 1/2

Autumn 2023- Summer 2026



An Daras Trust
Igniting Curiosity Growing Capabilities

Term/Concept	Autumn A - Changes	Spring A - Creatures	Summer A - Time
History	Cause and Consequence The lives of significant individuals in the past who have contributed to national and international achievements: <i>Rosa Parks</i> . <i>How have things changed in the world since this time?</i>	Significance The lives of significant individuals in the past who have contributed to national and international achievements- <i>Charles Darwin</i> .	Change and Continuity Changes within living memory. Where appropriate, these should be used to reveal aspects of change in National life.
Geography	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <i>How has the weather changed since the Summer? What clues are there in our environment that the weather has changed? What do we do differently now, than in other seasons?</i>	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	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.
Science	Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.	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). Explore and compare the differences between things that are living, dead, and things that have never been alive.	Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

		<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>	
Art	<p>Drawing Drawing skills To know a variety of pencil techniques. Weather Pictures- know ways in which weather is portrayed differently in different art works. C. Birchfield's 'East Wind'. Van Gogh's 'Wheatfield with a reaper'. Digital skills- see Computing J2E</p> <p>Painting – artist Know how to mix colours to create new ones. Know what the primary colours are. Painting weather pictures- understand how colours can be used together to create a different 'feel' in a painting.</p>	<p>Photography (Photography skills- taking photos of animals at the zoo/ aquarium.) To know how to use a digital camera/ ipad. To know how to frame a subject to take a photo</p> <p>Collage To create an ocean collage out of plastics. To know how to combine materials to create the desired effect.</p>	<p>Drawing Drawing- observational drawings of plants/ flowers/ seeds/ bulbs. To know a range of drawing techniques.</p> <p>Print Printing: create prints of flowers in the style of William Morris. To understand the printing process.</p>
DT	<p>Textiles Understand how simple 3D products are made using a template.</p>	<p>Cooking and Nutrition Use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p>Construction To know how to select from a range of tools and equipment to design and make an automatic plant waterer.</p>

	<p>Understand how to join fabrics using different techniques. Explore different finishing techniques. Explore different finishing techniques. Know and use technical vocabulary relevant to the project.</p>	<p>To be aware of the 5 food groups contained in the Eat-Well Plate. To understand where some food comes from.</p>	<p>To know how to select from a range of materials and components to perform the practical tasks. To understand how different materials and components can create different outcomes.</p>
Music	<p>Unit: Hey You. Style: This unit is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop</p> <p>Unit: Rhythm and the Way we Walk and The Banana Rap Style: All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Pupils will listen & appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>	<p>Unit: In the Groove Style: The children will learn about different styles of music. The song to learn has been arranged in six different styles: Blues, Baroque, Latin, Bhangra, Folk and Funk.</p> <p>Unit: Round and Round Style: The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Unit: Your Imagination Style: This is a song about using your imagination. Pupils will learn through listen & appraise apps; progressive warm-up games, flexible games and improvisation resources, and a new compose tool.</p> <p>Unit: Reflect, Rewind and Replay Style: The history of music, look back and consolidate your learning, learn some of the language of music.</p>
PSHE	<p>Welcome to school Explain what positive behaviour is and why it is important Understand how rules can keep us safe and identify who the adults are in school and how they help us</p> <p>Emergencies and getting help</p>	<p>Healthy relationships Identify and describe what makes a good friend Understand how to get help to make a friendship better through conflict resolution</p> <p>NSPCC Pants</p>	<p>We all have feelings Recognise and name some feelings that I might have and how these can make our bodies feel inside Describe how other's might be feeling. Identify who can help me with feelings, and how I can help others</p>

	<p>Safely get help in an emergency, including calling 999 Understand how to care for myself and others</p> <p>People who care for us Identify different people in our lives who care for us. Understand that all families are different but have the same key qualities Describe how to get help if someone is making me feel unsafe</p> <p>Rights, responsibilities and respect Know how to be kind to others Explain how certain behaviours help us show respect to others (such as kindness, helpfulness and honesty)</p>	<p>Understand and learn the PANTS rules. Name body parts and know which parts should be private. Know the difference between appropriate and inappropriate touch Understand that I have the right to say “no” to unwanted touch</p> <p>Our health Explain how we can look after our health and keep our bodies healthy through our diet, dental hygiene, sleep and sun safety Explain how we need to balance physical activity with time online</p> <p>Healthy Food choices Identify different fruit and vegetables by describing their feel, appearance, smell and taste. Explain why fruit and vegetables are an important part of a healthy diet, are a good sugar swap and why they are important to my 5-a-day</p>	<p>Good and not so good feelings Identify feelings that are good and not so good and that people feel differently about things and situations. Explain what can change my feelings and suggest things that can help me and others to feel better.</p> <p>Jessie and friends (1. watching videos) Describe how something online might make someone feel worried or sad. Recognise different feelings Identify up to four adults who can help with problems online</p>
Computing	<p>Unit 1 - Word Processing All about Me-Learning to Type <i>Creating a digital document</i> Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of info tech beyond school Use technology safely and respectfully, keeping private information private; identify where to go for help and support when they</p>	<p>Unit 3 - Data Collection and Analysis Simple databases <i>Making Pictograms</i> Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of info tech beyond school Use technology safely and respectfully, keeping private information private; identify where to go for help and support when they</p>	<p>Unit 5 - Digital Art Create images <i>Illustrating an e-book</i> Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping private information private; identify where to</p>

	<p>have concerns about content or contact on the internet or other online technologies.</p> <p>Unit 2 - Research and Publishing Using search engines to research <i>Finding images on the web</i> Use technology safely and respectfully, keeping private 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. Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of info tech beyond school</p>	<p>have concerns about content or contact on the internet or other online technologies.</p> <p>Unit 4 - Programmable Robots BeeBot <i>Using programmable toys</i> Understand what algorithms are, how they are implemented as programs on digital devices and the programmes execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programmes Recognise common uses of info tech beyond school</p>	<p>go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Unit 6 - Code programming/debugging Outer Space- Simple algorithms Traditional tales-Debugging <i>Filming the steps of a recipe</i> Understand what algorithms are, how they are implemented as programs on digital devices and the programmes execute by following precise and unambiguous instructions Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of info tech beyond school Use logical reasoning to predict the behaviour of simple programmes</p>
RE	<p>Unit 1.10 What does it mean to belong to a faith community? Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p> <p>Unit 1.1</p>	<p>Unit 1.7 Who is Jewish and how do they live? Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) and give examples of how the stories are used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p>	<p>Unit 1.2 Who do Christians say made the world? Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world</p> <p>Unit 1.9</p>

	<p>What do Christians believe God is like? Identify what a parable is and be able to tell the story of the Lost Son from the Bible Give clear, simple accounts of what the story means to Christians. Give an example of how Christians put their beliefs into practice in worship.</p>		<p>How should we care for the world and others and why does it matter? Give an example of a key belief some people find in one of these stories. Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give an example of how people show that they care for others, making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth</p>
PE	<p>Games 1 To be able to use the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation.</p> <p>Games 2 To be able to use the skills learnt over this term (bouncing, dribbling, passing and receiving) and apply them to a Basketball game.</p>	<p>Gymnastics To be able to choose 2 - 4 different gymnastic actions and link these together, linking them together, using the floor and apparatus. To make a shape at the beginning and the end of my movements. (Start and finish positions).</p> <p>Dance (topic linked) To recall and perform a dance linked to topic and describe the work of others.</p>	<p>Athletics 1 To be able to demonstrate the skills learned, to throw jump and run in a competitive situation.</p> <p>Striking and Fielding To begin to use the skills learned to bowl, roll, throw, catch, strike and hit a ball in a small game situation.</p>

Term/Concept	Autumn B - Home	Spring B - Moving	Summer B - Life
History	<p>Change and Continuity Significant historical events, people and places in their own locality.</p>	<p>Significance Events beyond living memory that are significant nationally or globally. <i>The first aeroplane flight.</i></p>	<p>Cause and Consequence Investigating the life of a significant individual</p>
Geography	Use simple compass directions (North, South, East and West) and locational and	Understand geographical similarities and differences through studying the human	Name and locate the world's 7 continents and 5 oceans. Name,

	<p>directional language to describe the location of features and routes on a map. 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.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> i. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>
Science	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses.</p> <p><i>(Investigating materials in order to make</i></p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>

		<p><i>our toy cars out of the most suitable material).</i></p> <p>Compare how things move on different surfaces. (<i>Testing our toy cars made in DT</i>).</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	
Art	<p>Drawing Drawing the world around us- Bodmin Moor. To know a range of different drawing techniques.</p> <p>Textiles Create a mini patchwork quilt to represent the local area. Join with a running stitch. To know the name of needle, thread, cotton, fabric. (DT link)</p>	<p>Drawing To explore the works of various artists who show 'movement' within their works. To explore of range of drawing techniques and know how best to achieve them with a pencil.</p> <p>Sculpture To create a sculpture with a moving part. To look at the works of other artists, who create kinetic sculptures. To understand how levers and pulleys can assist movement.</p>	<p>Drawing To know a variety of different drawing techniques. To use a variety of different drawing equipment to create a range of effects. To understand what a 'still life' is.</p> <p>Painting - artist To learn about the life and works of Claude Monet, and how he conveyed nature in his painting. To learn a new painting technique.</p>
DT	<p>Textiles Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques Explore different finishing techniques Know and use technical vocabulary relevant to the project.</p>	<p>Construction To be able to select from a range of tools and materials when designing and making a toy car with an axle and wheels.</p> <p>To understand how to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Explore and use mechanisms, in their products.</p>	<p>Food Understand where food comes from. Know that all food comes from plants or animals Know that food has to be farmed, grown elsewhere (e.g., home) or caught Know some fruit and vegetables grow above and below ground Know that food can be sorted into food groups Understand the need for a balanced diet</p>

Music	<p>Unit: Hands, Feet, Heart Style: An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p> <p>Unit: Ho, Ho, Ho Style: All the learning is focused around one song: Ho Ho Ho - a Christmas song. The pupils will listen & appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p>	<p>Unit: I Wanna Play in a Band Style: A rock song written especially for children. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p> <p>Unit: Zootime Style: The learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Unit: Friendship song Style: This is a song about being friends. Pupils will learn through listen & appraise apps; progressive warm-up games, flexible games and improvisation resources, and a new compose tool.</p> <p>Unit: Reflect, Rewind and Replay Style: The history of music, look back and consolidate your learning, learn some of the language of music.</p>
PSHE	<p>Respecting uniqueness Explain what special and unique mean and describe their own special and unique characteristics</p> <p>Our communities Explain what a community is and identify what communities they belong to Understand what a stereotype is and how this can be harmful</p> <p>Everyday safety Refresh knowledge about calling 999 in an emergency. Understand dangers in everyday situations and how to keep safe. Identify that some household products and medicines are harmful.</p>	<p>Learning about work Identify their own and other's strengths Know and describe what a job is and why people do them</p> <p>Horrible hands Understand that infection can be spread through touch and how important it is to wash hands to remove microbes</p> <p>Jessie and friends (2. sharing pictures) Describe what might happen if we share a picture online and identify the effect of people's actions online and consider ways of keeping myself and others safe Recognise that I can be an 'upstander' by choosing not to join in</p>	<p>Jessie and friends (2. Playing games) Describe what personal information is and the importance of not sharing this Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right' Identify up to four adults in my life who I trust and how to ask them for help if I have a problem online</p> <p>Big feelings Recognise that feelings can intensify (get stronger) and how this can affect behaviour</p>

	<p>Recognise how to stay safe outdoors, especially around water and roads and know who to ask for help</p> <p>Basic first aid Learn first aid skills and feel confident to help someone who needs first aid</p>	<p>Identify up to four adults in my life who I trust and how I can ask them for help if I have a problem online</p> <p>Jessie and friends (1. Playing games) Describe what personal information is and the importance of not sharing this Recognise different feelings they might encounter online and how the body might tell them something 'doesn't feel right'</p>	<p>Identify what can help them feel better when they have a big feeling (including talking to trusted adults) Use words or phrases to ask for help with feelings</p>
Computing	<p>Unit 1 - Word Processing All about me – combining text and images <i>Communicating safely on the internet</i> Understand computer networks including the internet and how they can provide multiple services such as the WWW and the opportunities and they offer for communication and collaboration Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely and responsibly recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Unit 2 - Research and Publishing Publish a project and leave comments <i>Making and sharing a short screencast presentation</i></p>	<p>Unit 3 - Data Collection and Analysis Branching databases <i>Collecting and analysing data</i> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Understand computer networks including the internet and the opportunities they offer for communication and collaboration Work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Unit 4 - Programmable Robots Espresso coding – inputs and sequencing <i>Programming an animation</i></p>	<p>Unit 5 – Digital Art Take photos and edit <i>Videoing performance</i> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use technology safely and responsibly recognise acceptable/unacceptable behaviour Understand computer networks including the internet and the opportunities they offer for communication and collaboration Be discerning in evaluating digital content</p>

	<p>Understand computer networks including the internet and how they can provide multiple services such as the WWW and the opportunities and they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content and accomplish given goals including collecting, analysing, evaluating and presenting information</p>	<p>Design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts</p> <p>Use sequence in programs; work with variables and various forms of input and output</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Select, use and combine a variety of software to design and create content that accomplishes given goals including presenting information</p>	<p>Unit 6 – Code programming and debugging</p> <p>Pacman/How to catch a spider – Block coding and adding conditions</p> <p><i>Finding and correcting bugs in programs</i></p> <p>Debug programs that accomplish specific goals</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
RE	<p>Unit 1.6 Who is a Muslim and how do they live? Recognise the words of the Shahadah and that it is very important for Muslims and identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah. Discuss what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Unit 1.3 Why does Christmas matter to Christians? Recognise that stories of Jesus' life come from the Gospels</p>	<p>Unit 1.6 Who is a Muslim and how do they live? (Part 2) Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Give examples of how Muslims put their beliefs about prayer into action</p> <p>Unit 1.5 Why does Easter matter to Christians? Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</p>	<p>Unit 1.4 What is the 'good news@ Christians believe Jesus brings? Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news.' Recognise that Jesus gives instructions to people about how to behave</p> <p>Unit 1.8 (Curriculum Kernrwek CK4RE) What makes some places sacred to believers? Recognise that there are special people and places in Cornwall that are sacred to believers</p>

	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p> <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p>	<p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p>	<p>Identify at least three sacred/ holy places in Cornwall and give a simple account of how they are used, why they are important and what do people do there.</p> <p>Re-tell a story about a Cornish Saint</p> <p>Talk about what makes some places special to people in Cornwall</p>
PE	<p>Games 1</p> <p>To use throwing skills to play a Frisbee golf game as in the pupil challenge.</p> <p>Games 2</p> <p>To send, receive and steer a ball in a game situation.</p>	<p>Gymnastics</p> <p>To join together four actions showing different pathways and moving in different directions. To start on the floor and finish on the apparatus or start on the apparatus and finish on the floor.</p> <p>Dance (topic linked)</p> <p>To practice and perform a dance based on celebrations. To work with a partner, using levels and travel actions in the dance.</p>	<p>Cricket</p> <p>To play a cricket game by learning how to: hit the ball a range of distances off a batting tee. To bowl a ball underarm or overarm towards a target a designated area, allowing the ball to bounce once. To stop the ball and throw back to the bowler or a set of stumps.</p> <p>Athletics 2</p> <p>To increase the distance jumped by improving techniques and to link a hop, jump and leap together. To use arms to help increase distance, head for balance and legs for a good take-off and landing</p>