

Year 1 Curriculum Map

Year 1	Autumn	Spring	Summer
English	<p>Read Write Inc</p> <p>Texts Autumn 1: There's a tiger in the garden - Lizzy Stewart A Dark, Dark Tale - Ruth Brown Room on the Broom - Julia Donaldson All in One Piece - Jill Murphy The Ugly Duckling - Ian Beck Aliens love underpants save the world - Clare Freedman & Ben Cort Can't you sleep, Little Bear? - Martin Waddell & Barbara Firth Recount of visit to library</p> <p>Texts Autumn 2: Peace at Last - Jill Murphy Lazy Ozzie - Michael Coleman & Gwyneth Williamson Ridiculous! - Michael Coleman Cinderella - Stan Cullimore Suddenly! - Colin McNaughton Six Dinner Sid - Inga Moore</p> <p>Writing 1 Retelling stories heard Simple letters Labels /lists Recounts</p> <p>Writing 2</p>	<p>Read Write Inc</p> <p>Texts Spring 1: Recount of Christmas Elmer - David McKee Hairy Maclary's from Donaldson's Dairy - Lynley Dodd Avocado Baby - John Burningham Beegu - Alexis Deacon When will it be Spring? - Catherine Walters This is the Bear and the Scary Night - Sarah Hayes & Helen Craig Snail and the Whale - Julia Donaldson</p> <p>Texts Spring 2: Monkey Puzzle - Julia Donaldson Giraffes Can't Dance - Giles Andrede & Guy Parker-Rees Dogger - Shirley Hughes Oops! - Colin McNaughton Rainbow Fish to the Rescue - Marcus Pfister</p> <p>Writing 1 Retelling stories heard Recounts Fact files</p> <p>Writing 2</p>	<p>Read Write Inc</p> <p>Texts Summer 1: I don't want to go to bed! - Julie Sykes & Tim Warnes The Giant Turnip - Aleksei Tolstoy Willy & Hugh - Anthony Browne Rumpelstiltskin - Brenda Parkes Princess Smartypants - Babette Cole Why elephant has a trunk - Tinga Tanga Tales</p> <p>Texts Summer 2: Handa's Hen - Eileen Browne The Patchwork Cat - Nicola Bayley & William Mayne True Love - Babbette Cole The Jolly Postman - Janet and Allan Ahlberg Recount of educational visit Tiddler - Julia Donaldson</p> <p>Writing 1 Retelling stories heard Recounts Labels /lists</p> <p>Writing 2 Retelling stories heard Simple letters</p>

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	<p>Retelling stories heard Simple letters Labels /lists Recounts</p>	<p>Retelling stories heard Recounts Simple letters Labels /lists</p>	<p>Postcards Recounts Fact files</p>
<p>Maths</p>	<p>Numbers to 10</p> <ul style="list-style-type: none"> Understand numbers from 0 to 10 Two sets of objects can be compared using the method of one-to-one correspondence The number of objects can be the same as, smaller than or greater than another set of objects A sequence of objects and numbers can form a pattern <p>Number Bonds</p> <ul style="list-style-type: none"> Adding two or more numbers gives another number <p>Addition within 10</p> <ul style="list-style-type: none"> Adding is associated with the 'part-whole' and 'adding-on' concepts Applying the 'part-whole' and 'adding on' concepts in addition <p>Subtraction within 10</p> <ul style="list-style-type: none"> Subtracting is associated with the 'part-whole' and 'taking away' concepts Applying the 'part-whole' and 'taking away' concepts in subtraction A family of number sentences can be written from a set of three related numbers <p>Shapes and Patterns</p> <ul style="list-style-type: none"> A circle has no corners and no sides 	<p>Ordinal numbers</p> <ul style="list-style-type: none"> Ordinal numbers are for describing the position of something Positions from the left and right can be named using ordinal numbers <p>Numbers to 20/50</p> <ul style="list-style-type: none"> Use one-to-one correspondence in counting Numbers to 20/50 can be represented as tens and ones in a place value chart Numbers to 20/50 can be compared using the terms 'greater than' and 'smaller than' as well as by arranging in ascending or descending order Numbers can be arranged in order and made into a pattern <p>Addition and subtraction within 20</p> <ul style="list-style-type: none"> Two 1-digit numbers can be added by using the 'make 10' strategy and the 'regrouping into tens and ones' strategy 2-digit numbers can be regrouped into tens and ones Applying the 'part-whole', 'adding on' and 'taking away' concepts in addition and subtraction <p>Length</p>	<p>Numbers to 50</p> <ul style="list-style-type: none"> Using one-to-one correspondence in counting 1 ten equals ten ones Numbers to 50 can be represented as tens and ones in a place value chart Numbers to 50 can be compared using the terms 'greater than' / 'smaller than' and 'greatest' / 'smallest' as well as arranged in ascending or descending order 'Add on' and 'part-whole' concepts are used in adding numbers 'Add on' and 'part-whole' concepts are used in adding numbers Regrouping concept can be applied in addition The 'taking away' concept is used in subtraction 'Add on' and 'making ten' concepts are used in adding three numbers The regrouping concept is also applied The 'part-whole', 'taking away', 'adding on' and 'comparing' concepts are used to solve word problems involving addition and subtraction <p>Mental Calculations</p> <ul style="list-style-type: none"> A 2-digit number can be conceptualised as tens and ones Adding is conceptualised as adding or putting parts together

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	<ul style="list-style-type: none"> • A square has 4 equal sides and 4 corners • A triangle has 3 sides and 3 corners • A rectangle has 4 sides (opposite sides are equal) and 4 corners • Shapes such as circles, triangles, squares and rectangles can be used to make pictures • When an object is viewed from different angles/sides, we can see different shapes. For example, the top view of a tin of soup is a circle • Patterns are formed by repeating a particular arrangement of shape, size and/or colour placed next to each other • Patterns can be formed by repeating a particular arrangement of objects placed next to each other 	<ul style="list-style-type: none"> • The lengths of two objects can be compared using the terms 'tall/taller', 'long/longer', 'short/shorter' and 'high/higher' • The lengths of more than two objects can be compared using the terms 'tallest', 'longest', 'shortest' and 'highest' • A common starting point makes comparison of lengths easier • Length can be measured using objects as non-standard units • Length can be described using the term 'unit' instead of paper clips or lolly sticks <p>Mass</p> <ul style="list-style-type: none"> • Compare masses using a pan balance • Mass can be measured using objects as non-standard units • Mass can be described using the term 'units' <p>Picture Graphs</p> <ul style="list-style-type: none"> • Data can be collected and organised into a horizontal or vertical picture graph for interpretation • Data can be collected and organised into a horizontal or vertical picture graph using symbols 	<ul style="list-style-type: none"> • A 2-digit number can be conceptualised as tens and ones • Subtracting is conceptualised as taking away from a whole <p>Multiplication</p> <ul style="list-style-type: none"> • Multiplication is conceptualised as repeated addition • Tell stories based on the multiplication concept and repeated addition • Applying the multiplication concept to solve word problems <p>Division</p> <ul style="list-style-type: none"> • Division is conceptualised as dividing a set of objects equally • Division is conceptualised as sharing a set of items equally into groups <p>Time</p> <ul style="list-style-type: none"> • Time can be used to measure the duration of an event • Measuring half an hour using the term 'half past' <p>Numbers to 100</p> <ul style="list-style-type: none"> • Using one-to-one correspondence in counting <ol style="list-style-type: none"> 1. 1 ten is the same as 10 ones 2. 10 tens is 100 • Numbers to 100 can be represented as tens and ones in a place value chart • Numbers to 100 can be compared using the terms 'greater than' and 'smaller than' • Numbers to 100 can be arranged in ascending or descending order
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			<ul style="list-style-type: none"> The 'adding on' and 'part-whole' concepts are used in adding numbers
Science	<p>Everyday Materials</p> <p>Seasonal Changes - Autumn/Winter</p>	<p>Animals Including Humans (Human Body and Senses)</p> <p>Animals Including Humans (Animals)</p>	<p>Plants</p> <p>Seasonal Changes - Spring/Summer</p>
<i>On-going: seasonal changes throughout the year</i>			
History	<p>Why do we celebrate Bonfire Night? 6 lessons NC ref: events beyond living memory that are significant national or globally Focus: Chronology, vocabulary of everyday historical terms, thinking about historical significance</p>	<p>I'm making History! 6 lessons NC ref: changes within living memory - Toys and Games in the Past Focus: Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.</p>	<p>Who has helped make History? 8 lessons NC ref: Significant individuals in the past, local significant individuals Focus: use of historical interpretations, chronology over a longer period, thinking about historical significance. Florence Nightingale and Mary Seacole</p>
Geography	<p>What is my place like? <i>Home and School</i></p> <p>Focus: fieldwork and observational skills, basic maps</p>	<p>What can I find in my corner of the world? <i>Local Area</i></p> <p>Focus: fieldwork and observational skills, basic maps, photograph use, geographical language</p>	<p>What is my country like? <i>UK countries, capitals and seas</i></p> <p>Focus: map skills, photograph use, basic atlas introduction</p>
	<p>Focus- Painting Learning Intentions</p>	<p>Focus- Drawing Learning Intentions</p>	<p>Sculpting Learning Intentions</p>

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<p>Art</p>	<ul style="list-style-type: none"> • Use thick and thin brushes and different brush strokes • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. <p>Children will focus on the artwork of Piet Mondrian</p> <ul style="list-style-type: none"> • To describe and use some of the ideas of artists studied to create pieces 	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils • Draw by using digital media <p>Children will focus on the artwork of Pablo Picasso - links to line drawing</p> <ul style="list-style-type: none"> • To describe and use some of the ideas of artists studied to create pieces 	<ul style="list-style-type: none"> • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form. • Manipulate clay in a variety of ways (rolling, kneading and shaping) and for a variety of purposes • Use and learn about the safety of tools <p>Children will focus on the artwork of Andy Goldsworthy</p> <ul style="list-style-type: none"> • To describe and use some of the ideas of artists studied to create pieces
<p>DT</p>	<p>Mechanisms</p> <p>Focus Sliders and Levers</p>	<p>Food Technology</p> <p>Preparing Fruit and Vegetables</p>	<p>Mechanisms</p> <p>Wheels and Axles</p>
<p>Computing</p>	<p><u>Computing systems and networks</u> Technology around us</p>	<p><u>Programming A- Moving a Robot</u></p>	<p>Creating Media - Digital Writing</p>

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	<p><u>Online Safety - Balance is important</u> How do we find a balance between life online and offline?</p> <p><u>Creating Media</u>- Digital Painting</p> <p><u>Online Safety-Think you know</u>- Sharing pictures</p>	<p><u>Online Safety - Safer Internet Day</u></p> <p><u>Data and Information -</u> Grouping Data</p> <p><u>Online Safety -</u> Pause for People-How do we say goodbye to technology when we don't want to?</p>	<p><u>Online Safety -</u> Think you know - Online Gaming</p> <p><u>Programming B</u> - Programming animations</p> <p><u>Safety in my Online Neighbourhood</u> How do you go to places safely online?</p>
PE	<p>Games - Rolla Ball Multi Skills - Balancing</p> <p>Dance - Moving Along Gymnastics - Making shapes</p>	<p>Gymnastics - assess level 1 Games - 10 point Hoops</p> <p>Dance - Themes/Dreams Multi-skills jumping</p>	<p>Games - bean bag throw Outdoors activity - where are we going?</p> <p>Athletics - Honey Pot Multi-skills - throwing</p>
RE	<p>What can we learn about Christianity from visiting a church?</p> <p>What do Christians believe about God?</p> <p>Why are gifts given at Christmas?</p>	<p>Why is Jesus special to Christians?</p> <p>The Easter Story</p>	<p>What can we find out about Buddha?</p>
Music	<p>Topic: Hey You! Style: Hip Hop Unit Focus: How pulse, rhythm and pitch work together.</p>	<p>Topic: In the groove Style: Covers six styles of music. A different style will be learned each week. They are</p>	<p>Topic: Use your imagination Style: Pop Unit Focus: using your imagination.</p>

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	<p>Topic: Rhythm in the way we walk Style: Reggae</p> <p>Topic: Banana Rap Style: Hip Hop</p> <p>Unit Focus: Pulse, rhythm and pitch, rapping, dancing and singing.</p>	<p>Blues, Baroque, Latin, Bhangra, Folk and Funk.</p> <p>Unit Focus: How to be in the groove with different styles of music.</p> <p>Topic: Round and round</p> <p>Style: Bossa Nova</p> <p>Unit Focus: pulse, rhythm and pitch in different styles of music.</p>	<p>Topic: Reflect, rewind and replay (recap)</p> <p>Style: Classical</p> <p>Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music.</p>
<p>PSHE</p>	<p>What jobs do people do?</p> <p>What makes a good friend?</p>	<p>What is bullying?</p> <p>What helps us to stay safe?</p>	<p>What helps us grow and stay healthy?</p> <p>How do we recognise our feelings?</p>