

Year 1 2019-2020 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p>Narrative 1: RWI books <i>Non Fiction 1: Labels, lists and captions</i> Poetry 1 Narrative 2: We're Going on a Bear Hunt Non Fiction 2: Letter to Father <i>Christmas, Invitation</i> Poetry 2</p> <p>WORD READING Match all 40+ graphemes to their phonemes (Phase 3) Recognise familiar words in simple texts Begin to blend phonemes in order to decode simple CVC words with short vowels Use knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. Blend phonemes in order to decode CVC words, including words with common spelling patterns for long words (e.g. Phases 1 & 3) Begin to recognise some common consonant digraphs and uses phonic knowledge to attempt unknown words Read a range of familiar and common words and simple sentences independently Read simple text aloud with fluency and expression Read words with contractions e.g. I'm, we'll and understand that the apostrophe represents the omitted letter (s) Add the endings – ing, -ed and –er to verbs Express response to poems, stories and nonFiction by identifying aspects they like.</p> <p>COMPREHENSION Understand the structure of a simple story and use when re-enacting or re-telling Identify main events or key points in a text Locate significant parts of a recount and identify the main points in correct sequence Explain what they understand about text Check that the text makes sense to them as they read and correct miscues</p> <p>TRANSCRIPTION, GRAMMAR AND SPELLING Holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters and the digits 0-9 Understand which letters belong to which handwriting ' families' (ie letters that are formed in similar ways) and to practise these</p>	<p>Narrative 3: Red Riding Hood Non-fiction 3: Persuasive letter to woodcutter Narrative 4: Sammy the Street Dog Non Fiction 4: Information report / fact file</p> <p>WORD READING Blend phonemes in order to decode CVC words, including words with common spelling patterns for long words (e.g. Phases 1 & 3) Begin to recognise some common consonant digraphs and uses phonic knowledge to attempt unknown words Read a range of familiar and common words and simple sentences independently Read simple text aloud with fluency and expression Read words with contractions e.g. I'm, we'll and understand that the apostrophe represents the omitted letter (s) Add the endings – ing, -ed and –er to verbs Express response to poems, stories and nonFiction by identifying aspects they like.</p> <p>COMPREHENSION Use knowledge of simple stories to predictions Answer simple literal retrieval questions about a text Talk about favourite authors or genre Use prior knowledge context and vocabulary Talk about stories and non-fiction texts differences between fiction and non-fiction text Show understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how. Develop awareness of character and dialogue Begin to draw references from the text and/or the illustrations</p> <p>TRANSCRIPTION, GRAMMAR AND SPELLING Holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters and the digits 0-9 Understand which letters belong to which handwriting ' families' (ie letters that are formed in similar ways) and to practise these Identify known phonemes in unfamiliar words Use syllables to divide words when spelling Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling</p>	<p>Non Fiction 5: Diary Poetry 3 Non Fiction 6 Poetry 4 <i>Writing consolidation; Writing for cross-curriculum</i></p> <p>WORD READING Read a range of familiar and common words and simple sentences independently Read simple text aloud with fluency and expression Read words with contractions e.g. I'm, we'll and understand that the apostrophe represents the omitted letter (s) Add the endings – ing, -ed and –er to verbs Express response to poems, stories and nonFiction by identifying aspects they like.</p> <p>COMPREHENSION Use knowledge of simple stories to predictions Answer simple literal retrieval questions about a text Talk about favourite authors or genre Use prior knowledge context and vocabulary Talk about stories and non-fiction texts differences between fiction and non-fiction text Show understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how. Develop awareness of character and dialogue Begin to draw references from the text and/or the illustrations</p> <p>TRANSCRIPTION, GRAMMAR AND SPELLING Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Understand which letters belong to which handwriting ' families' (ie letters that are formed in similar ways) and to practise these Identify known phonemes in unfamiliar words Use syllables to divide words when spelling Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling Use the spelling rule for adding s or es for verbs in 3rd person singular Name the letters of the alphabet in order Use letter names to show alternative spellings of the same phoneme</p>			

Year 1 2019-2020 Curriculum Map

	<p>Identify known phonemes in unfamiliar words Use syllables to divide words when spelling</p> <p>COMPOSITION Compose a sentence orally before writing it Sequence sentence to form short narrative related to science or humanities Sequence sentences in chronological order to recount on event or experience Re-read what they have written to check that it makes sense Leave spaces between words Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun ' I' Use 'and' and ' then' to join sentences together; use adverbs – slowly, carefully, fortunately...</p>	<p>Use the spelling rule for adding s or es for verbs in 3rd person singular Name the letters of the alphabet in order Use letter names to show alternative spellings of the same phoneme</p> <p>COMPOSITION Compose a sentence orally before writing it Sequence sentence to form short narrative related to science or humanities Sequence sentences in chronological order to recount on event or experience Re-read what they have written to check that it makes sense Leave spaces between words Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun ' I' Use 'and' and ' then' to join sentences together; use adverbs – slowly, carefully, fortunately... Know how the prefix 'un' can be added to words to change meaning Use the suffixes: s; es; ed, and ing within writing.</p>	<p>COMPOSITION Compose a sentence orally before writing it Sequence sentence to form short narrative related to science or humanities Sequence sentences in chronological order to recount on event or experience Re-read what they have written to check that it makes sense Leave spaces between words Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun ' I' Use 'and' and ' then' to join sentences together; use adverbs – slowly, carefully, fortunately... Know how the prefix 'un' can be added to words to change meaning Use the suffixes: s. es, ed, and ing within writing. Write narratives about personal experiences and those of others Write for different purposes, including real events Plan and discuss the content of writing and write down ideas Orally rehearse structured sentences or sequences of sentences</p>
<p>Numeracy</p>	<p>Number – count to and across 100 Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Lead and write numbers from 1 to 20 in numerals and words.</p>	<p>Number – reading and writing to 100 Understand number system is base 10. The tens numbers must be seen as ten and one, ten and two and so on. The position (place) of a digit in a number determines its value. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens. Identify one more and one less. Read and write numbers from 1 to 20 in numerals and words. Calculating, Patterns & Algebra + and – Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.</p>	<p>Number When given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Calculating, Patterns & Algebra + and – Compare numbers or expressions that use + or - using > or <. Partition numbers into two or more parts. We can add two or more of these parts in any order (commutativity). Add or subtract by counting on or back in one's understanding their position can helps add or subtract by calculation.</p>

Year 1 2019-2020 Curriculum Map

	<p>When given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words.</p> <p>Calculating, Patterns & Algebra + and – = means 'equivalent', 'the same as' or 'balances'. Understanding this before other symbols are introduced helps children make sense of equations written with = in different positions. We can compare numbers using > or <. We can partition numbers into two or more parts. We can add two or more of these parts in any order (commutativity). We can add or subtract by counting on or back in ones BUT knowing the order of sums can help add or subtract by calculation. Use a whole-part model (Dienes) to picture addition and subtraction. Relating numbers to 5 and 10 can help us to add by calculating, using bonds.</p> <p>Geometry To recognise and name common 2D and 3D shapes,</p> <p>Calculating Add or subtract by counting on or back in ones. Use a whole-part model (Dienes) to picture addition and subtraction. Relating numbers to 5 and 10 can help us to add by calculating, using bonds. Repeated addition can also be understood as multiplying and counting in 'groups of'.</p> <p>Measures To compare, describe and solve practical problems for: lengths and heights (long/short, longer/shorter, tall/short, double/half); mass or weight (heavy/light, heavier than, lighter than); capacity/volume (full/empty, more than, less than, quarter); time (quicker, slower, earlier, later). Recognise and know the value of different denominations of coins</p>	<p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> <p>Calculating, Patterns & Algebra X and Division Count in multiples of twos, fives and tens – understanding that this is repeated addition. Doubling as 'two groups of' and counting in other 'groups of' numbers. Division can be explored as the inverse through 'grouping', as well as 'sharing'. Solve problems using concrete objects or pictorials. Solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>Number: Fractions Fractions of shapes and quantities & fractions as numbers. Fractions are equal parts of a whole which can be a whole shape. Fractions can also be counted like any other numbers. Recognise and find half of objects, shapes and quantities.</p> <p>Geometry 3D shapes are made up of 2D faces and they have depth/volume.</p> <p>Measures Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Measure and begin to record the following :lengths and heights; mass/weight; capacity and volume time (hours, minutes, seconds).</p>	<p>Use a whole-part model (dienes) to picture addition and subtraction. Relating numbers to 5 and 10 can help us to add by calculating, using bonds.</p> <p>Calculating, Patterns & Algebra: X and ÷ Division can be seen as 'how many groups of...in...'. The inverse relationship can also be explored through arrays. Division can be explored as the inverse through 'grouping', as well as 'sharing' Solve one-step problems involving multiplication and division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Measures: time and money To compare, describe and solve practical problems for: lengths and heights (long/short, longer/shorter, tall/short, double/half); mass or weight (heavy/light, heavier than, lighter than); capacity/volume (full/empty, more than, less than, quarter); time (quicker, slower, earlier, later); measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds). Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Number & Calculating, Patterns & Algebra check-up Review all number work and focus in on essentials.</p> <p>Number: Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>
--	---	--	---

Year 1 2019-2020 Curriculum Map

Science	<p>Everyday Materials (S)</p> <ol style="list-style-type: none"> 1. Identify and name a range of materials (wood, plastic , glass, metal, water and rock) 2. Classifying and grouping according to a range of physical properties 3. Compare and group together a variety of everyday materials based on physical properties 	<p>Seasonal Changes (S)</p> <ol style="list-style-type: none"> 1. Features of day and night including temperature 2. Weather, associated with seasons 	<p>Humans</p> <ol style="list-style-type: none"> 1. Identification and labelling a variety of common animals (fish, amphibians, reptiles, birds and mammals) 2. Know and classify carnivores, herbivores and omnivores 3. How to care for pets 4. Name parts of the human body 	<p>Animals</p> <p>Identification and labelling a variety of common animals (fish, amphibians, reptiles, birds and mammals)</p> <ol style="list-style-type: none"> 2. Know and classify carnivores, herbivores and omnivores 3. How to care for pets 4. Name parts of the human body 	<p>Plants(S)</p> <ol style="list-style-type: none"> 1. Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees. 2. Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>Investigative skills: (NS)</p> <p>The Bad tempered Ladybird- mini beasts</p> <ol style="list-style-type: none"> 1 .Use of scientific equipment for observations using magnifying glasses,; comparing and contrasting different mini beasts; describing, identifying and grouping; drawing, recording using measurements, graphs, charts or tables.
----------------	---	--	--	--	---	--

Year 1 2019-2020 Curriculum Map

<p>Computing</p>	<p>Online safety grouping and sorting.</p> <p>Log in safely and start to introduce to the children the idea of 'ownership' of their creative work. Explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. Explore the Games section on Purple Mash. Understand the importance of logging out when they have finished. Sort items using a range of criteria Sort items on the computer using the 'Grouping' activities in Purple Mash.</p>	<p>Online safety grouping and sorting.</p> <p>Log in safely and start to introduce to the children the idea of 'ownership' of their creative work. Explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. Explore the Games section on Purple Mash. Understand the importance of logging out when they have finished. Sort items using a range of criteria Sort items on the computer using the 'Grouping' activities in Purple Mash.</p>	<p>Maze explorers</p> <p>Use the direction keys to complete the challenges successfully. Understand how to create and debug a set of instructions (algorithm). Understand how to change and extend the algorithm list. Create a longer algorithm for an activity</p>	<p>Animated Stories</p> <p>Introduced to e-books and to 2Create a Story. Continue a previously saved story. To add animation to a story Add sound to a story including voice recording and music the children have created. Work on a more complex story including adding backgrounds and copying and pasting pages.</p>	<p>Coding</p> <p>Introduction to block coding on screen. Introduction to backgrounds and characters Making a character move left and right. Making a character move when clicked. Introduction to Collision Detection.</p>	<p>Spreadsheets and technologies outside of school</p> <p>Adding images to a spreadsheet and using the image toolbox Using the 'speak' and 'count' tools in Calculate to count items Walk around the local community and find examples of where technology is used. Record examples of technology outside school.</p>
<p>History</p>		<p>Changes within living memory</p> <p>Be introduced to historical concepts, vocabulary and representations through exploring the ways in which life has changed over the time of our parents, grandparents and great-grandparents. Develop a chronology</p>		<p>Events Beyond Living Memory and Historical Events in Own Locality</p> <p>Generate questions about the Great Fire of London, research the answers Understand the impact the past has on how we live today</p>		<p>The lives of significant individuals in the past</p> <p>Know where all people/events studied fit into a chronological framework Identify similarities / differences between ways of life at different times Talk about who was important e.g. in a simple historical account</p>

Year 1 2019-2020 Curriculum Map

Geography	<p>Understanding Climate Human and physical geography. Understanding of hot and cold areas in relation to the equator and the North and South poles. Understanding why different animals live in different climates.</p>		<p>Our Country Locational Knowledge, human and physical geography and geographical skills and fieldwork. Name and locate identifying characteristics of the four countries in the UK. Identify seasonal and daily weather patterns. Using different mapping sources.</p>		<p>Our Local Area Geographical skills and fieldwork and human and physical geography. Studying the local area, including people around the school, how to keep safe. Using mapping skills.</p>	
Art	<p>Drawing Can they communicate something about themselves in their drawing? Can they create moods in their drawing? Can they draw using pencil and crayons? Can they draw lines of different shapes and thickness, using 2 different grades of pencil? Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?</p>	<p>Painting Can they explain what their own style is? Can they use a wide range of techniques in their work? Can they explain why they have chosen specific painting techniques?</p>	<p>Printing/ Textiles Can they overprint using different colours? Do they look carefully at the methods they use and make decisions about the effectiveness of their printing methods? Do their sketch books contain detailed notes and quotes explaining about items? Do they compare their methods to those of others and keep notes in their sketch books? Do they combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books.</p>	<p>Collage/3D Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Can they include both visual and tactile elements in their work? Can they justify the materials they have chosen? Can they combine pattern, tone and shape?</p>	<p>Use of IT Do they use software packages to create pieces of digital art to design Can they create a piece of art which can be used as part of a wider presentation?</p>	<p>Knowledge Can they make a record about the styles and qualities in their work? Can they say what their work is influenced by? Can they include technical aspects in their work, e.g. architectural design?</p>
DT	<p>Develop, planning and communicating ideas: Food and Cooking Cut food safely Can they describe the texture of foods Wash their hands and make sure that surfaces are clean Think of interesting ways of decorating food they have made e.g. cakes</p>	<p>Develop, planning and communicating ideas: Textiles Describe how different textiles feel Make a product from textiles by gluing</p>	<p>Working with tools, equipment, materials and components to make quality products: Mechanical component Make a product which moves Cut materials using scissors Describe the materials using different words Say why they have chosen moving parts</p>	<p>Working with tools, equipment, materials and components to make quality products: Use of materials Make a structure model using different materials Make their model stronger if it needs to be</p>	<p>Evaluating processes and products: Use of materials Make a structure/model using different materials Make their model stronger if it needs to be Textiles Describe how different textiles feel Make a product from textiles by gluing</p>	<p>Evaluating processes and products: Construction Talk with others about how they want to construct their product Select appropriate resources and tools for their building projects Make simple plans before making objects,</p>

Year 1 2019-2020 Curriculum Map

<p>Music</p>	<p><u>Exploring the outside</u> To explore the sounds that surround me in everyday life. To attempt to recreate sounds using both body percussion and percussion instruments. To arrange these sounds into compositions. To explore different ways that they could be notated using a series of symbols and pictures.</p>	<p><u>Musical Elements</u> To explore different musical elements including high and low, loud and soft and long and short sounds. To compose with specific reference to these elements. To learn about different ways that can be written alongside notation to provide more expression to performances.</p>	<p><u>Water Music</u> To find about how pictures like music can tell a story. To explore different sea conditions. To use instruments to recreate the mood in the picture. To compose music to perform to a film of a canoe running a river.</p>	<p><u>Pitch</u> To sing songs and play games that educate them about pitch. To explore their voices and tuned and untuned instruments. To learn about how each sound can be used and manipulated.</p>	<p><u>We're going on a bear hunt</u> To explore the story 'We're going on a Bear Hunt' to incorporate and build on their prior knowledge. To learn the story and create sounds and music to fit with specific sections.</p>	<p><u>Pulse and Rhythm</u> To learn about beat. To explore different genres of music and the differing tempos that they have. To use known songs and nursery rhymes to gain an understanding of rhythm.</p>
<p>PE</p>	<p><u>Games skills - Attack, defend, shoot</u> To practice basic movements including running, jumping, throwing and catching To begin to engage in competitive activities To experience opportunities to improve agility, balance and co-ordination</p>	<p><u>Gymnastics</u> To identify and use simple gymnastics actions and shapes developing agility, balance and co-ordination. To apply basic strength to a range of gymnastics actions. To begin to carry basic apparatus such as mats and benches. To recognise like actions and link. To extend performance in movement patterns and sequences</p>	<p><u>Dance</u> To respond to a range of stimuli and types of music To explore space, direction, levels and speeds To experiment creating actions and performing movements with different body parts To extend coordination, flexibility and balance. To perform short, simple movement patterns.</p>	<p><u>Games skills - Send and Return</u> To be able to send an object with increased confidence using hand or bat. To move towards a moving ball to return. To send and return a variety of balls. To extend co-ordination for hitting. To participate in simple sending and receiving games. To score points through sending balls using hitting skills to correct areas.</p>	<p><u>Games skills - Hit, Catch and Run</u> To be able to hit objects with hand or bat. To track and retrieve a rolling ball. To throw and catch a variety of balls and objects, extending agility and co-ordination To participate in simple hit, catch and run games. To score points through sending balls and running.</p>	<p><u>Games skills - Run, Jump, Throw</u> Pupils will begin to link running and jumping. To learn and refine a range of running which includes varying pathways and speeds. To develop throwing techniques to send objects over long distances. To begin to engage in competitive activities against self and others.</p>
<p>RE</p>	<p>Who made the wonderful world? CREATION (LDBS)</p>	<p>Who was Noah? OT (LDBS) Which Nativity character are you and why are you important? INCARNATION (LDBS)</p>	<p>GOD What do Christians believe God is like? (Understanding Christianity)</p>	<p>Why do Christians celebrate Mothering Sunday? WORSHIP Why is Easter the most important festival for Christians? SALVATION (LDBS)</p>	<p>What is it like to live as a Jew? Why are they having a Jewish Party? JUDAISM (LDBS)</p>	

Year 1 2019-2020 Curriculum Map

PSHE	<p><u>Being Me in My World:</u></p> <ol style="list-style-type: none"> 1. Special and Safe. 2. My Class. 3. Rights and Responsibilities. 4. Rewards and Feeling Proud. 5. Consequences. 6. Owing our Learning. 	<p><u>Celebrating Difference:</u></p> <ol style="list-style-type: none"> 1. How we are similar 2. How we are different. 3. What is "bullying". 4. What do I do about bullying? 5. Making new friends. 6. Celebrating difference. 	<p><u>Dreams and Goals:</u></p> <ol style="list-style-type: none"> 1. My treasure chest of success. 2. Steps to goals. 3. Achieving together. 4. Stretchy learning. 5. Overcoming obstacles. 6. Celebrating success. 	<p><u>Healthy Me:</u></p> <ol style="list-style-type: none"> 1. Being healthy. 2. Healthy choice. 3. Clean and healthy. 4. Medicine safety. 5. Road safety. 6. Happy healthy me. 	<p><u>Relationships:</u></p> <ol style="list-style-type: none"> 1. Families. 2. Making friends. 3. Greetings. 4. People who helps us. 5. Being my own best friend 	<p><u>Changing Me:</u></p> <ol style="list-style-type: none"> 1. Life Cycles. 2. Changing me. 3. My changing body. 4. Boys' and Girls' bodies. 5. Learning and growing. 6. Coping with changes.
-------------	---	---	---	---	---	--