

Year 1 Curriculum Map			
	Autumn	Spring	Summer
<b>Maths</b>	<p><b>Numbers to 10:</b> Sorting objects, count objects to 10, counting and writing numbers to 10, counting backwards from 10 to 0, count one more, counting one less, comparing groups, comparing numbers of objects, ordering objects and numbers (first, second, third), and the number line.</p> <p><b>Part Whole within 20:</b> Part whole model, related facts – number bonds, finding number bonds, and comparing number bonds.</p> <p><b>Addition and Subtraction within 10:</b> Find the whole – adding together, finding a part, finding and making number bonds, finding addition facts, solving word problems – addition, subtraction – how many are left?, subtraction – breaking</p>	<p><b>Addition within 20:</b> Add by counting on, adding ones, finding number bonds, add by making 10, and solving word problems – addition.</p> <p><b>Subtraction within 20:</b> Subtracting ones, subtracting tens and ones, subtraction – crossing the 10, solving word and picture problems – subtraction, addition and subtraction facts to 20, comparing additions and subtractions, and solving word and picture problems – addition and subtraction.</p> <p><b>Numbers to 50:</b> Counting to 50, tens and ones, representing numbers to 50, comparing numbers of objects, comparing numbers, ordering objects and numbers, counting in</p>	<p><b>Multiplication:</b> Counting in 10s, 2s and 5s, making equal groups, adding equal groups, making simple arrays, making doubles, and solving word problems – multiplication.</p> <p><b>Division:</b> Making equal groups, sharing equally, solving word problems – division, finding halves, finding quarters, and solving word problems – halves/quarters.</p> <p><b>Position and Direction:</b> Describing turns and describing positions.</p> <p><b>Numbers to 100:</b> Counting to 100, exploring number patterns, partitioning numbers, comparing numbers, ordering numbers, and number bonds to 100.</p>

	<p>apart, related facts – addition and subtraction, subtraction – counting back, subtraction – finding the difference, solving word problems – subtraction, solving word problems – addition and subtraction, and comparing additions and subtractions.</p> <p><b>2D and 3D shapes:</b> Naming 3D shapes, naming 2D shapes, and making patterns with shapes.</p> <p><b>Numbers to 20:</b> Counting and writing numbers to 20, tens and ones, counting one more and one less, comparing number of objects, comparing numbers, and ordering objects and numbers.</p>		<p>2s, counting in 5s, and solving word problems – addition and subtraction</p> <p><b>Measurement:</b> Comparing heights and lengths, non-standard units of measure, measuring length using a ruler, solving word problems – length, comparing weight, measuring weight, comparing weight using measure, comparing capacity, measuring capacity, comparing capacity using measuring, and solving word problems – weight and capacity.</p>		<p><b>Time:</b> Using before and after, using a calendar, telling time to the hour, writing time, comparing time, and solving word problems – time.</p> <p><b>Money:</b> Recognising coins, recognising notes, and counting with coins.</p>	
<p><b>English</b></p>	<p><b>Texts Studied:</b> Rainbow Fish by Marcus Pfister The Three Little Pigs</p>	<p><b>Texts Studied:</b> Non-Fiction (Recount - Model Village)</p>	<p><b>Texts Studied:</b> The Jolly Postman by Janet and Allen Ahlberg Instructions</p>	<p><b>Texts Studied:</b> The Night Pirates by Peter Harris</p>	<p><b>Texts Studied:</b> Jack and the Beanstalk Information Writing (Butterflies)</p>	<p><b>Texts Studied:</b> Handa’s Surprise by Eileen Browne</p>

	<p><b>Writing Outcomes:</b> Writing a <u>setting description</u> and retell of 'Rainbow Fish', focusing on capital letters, finger spaces, full stops and adjectives. Writing an <u>innovated version</u> of 'The Three Little Pigs', focusing on capital letters, finger spaces, full stops and adjectives.</p>	<p>We are Going on a Lion Hunt by David Axtell <b>Writing Outcomes:</b> Writing a <u>recount</u> of their trip to the Model village focusing on capital letters, finger spaces, full stops and adjectives. Writing an <u>innovated version</u> of 'We are Going on a Lion Hunt', focusing on capital letters, finger spaces, full stops and adjectives.</p>	<p>Non-Chronological Report (Animals) <b>Writing Outcomes:</b> Writing a <u>letter</u> based on 'The Jolly Postman', focusing on capital letters, finger spaces, full stops, adjectives and conjunctions (and). Writing a <u>set of instructions</u> on how to make a sandwich of their choice, focusing on capital letters, full stops, finger spaces, adjectives and conjunctions (and).</p>	<p>Lighthouse Keeper's Lunch by David Armitage <b>Writing Outcomes:</b> Writing a <u>diary entry</u> based on 'The Night Pirates, focusing on capital letters, finger spaces, full stops, adjectives and conjunctions (and), suffixes (er, est). Writing an <u>innovated version</u> of 'The Lighthouse Keeper's Lunch', focusing on capital letters, finger spaces, full stops and adjectives and conjunctions (and), suffixes (er, est)/prefix (un).</p>	<p><b>Writing Outcomes:</b> Writing an <u>innovated version</u> of 'Jack and the Beanstalk', focusing on capital letters, finger spaces, full stops and adjectives and conjunctions (and), suffixes (er, est)/prefix (un).</p>	<p>Too Much Talk by Angela Sehlf Medearis <b>Writing Outcomes:</b> Writing an <u>innovated version</u> of 'Handa's Surprise', focusing on capital letters, finger spaces, full stops and adjectives and conjunctions (and), suffixes (er, est)/prefix (un). Writing an <u>innovated version</u> of 'Too Much Talk', focusing on capital letters, finger spaces, full stops and adjectives and conjunctions (and),</p>
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			<p>Writing a <u>non-chronological report</u> on a mammal (link to Science), focusing on capital letters, full stops, finger spaces, and conjunctions (and).</p>		<p>suffixes (er, est)/prefix (un).</p>
<p><b>Science</b></p>	<p><b>Materials</b></p> <p>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</p>	<p><b>Ourselves</b></p> <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, pupils should have plenty of opportunities to learn the names of the main body parts (including head,</p>	<p><b>Animals including humans</b></p> <p>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, and describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p>	<p><b>Plants</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Seasonal Changes</b></p> <p><b>(taught across the year)</b></p> <p>Observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.</p>

	<p>simple physical properties of a variety of everyday materials, and compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</p>			
<p><b>Geography</b></p>	<p><b>Homes around the world</b> <b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and five oceans</li> <li>- Identify hot and cold areas of the world in relation to the equator and North and South poles.</li> <li>- Understand geographical similarities and differences through studying the human</li> </ul>	<p><b>Pirates, plans and adventures –mapping unit</b> <b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- Use simple fieldwork and observational skills to study the geography of their school and its grounds</li> <li>- Observe key human and physical features of the surrounding environment.</li> <li>- Devise a simple map and use and construct basic symbols in a key.</li> </ul>	<p><b>Africa (Kenya)</b> <b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- Name and locate the world's seven continents and five oceans</li> <li>- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a non-European country (Kenya)</li> <li>- Identify seasonal and daily weather patterns in the United Kingdom and</li> </ul>		

	geography (homes) of different countries.	- Use locational and directional language [for example, near and far; left and right], to describe the location of features on a map	the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
<b>History</b>	<p><b>Homes from the Past and Present</b></p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- To learn about changes within living memory exploring homes from today</li> <li>- To understand some of the ways in which we find out about the past by identifying different sources</li> <li>- To know where people and events fit within a chronological framework</li> <li>- To identify similarities and differences between ways of life in different periods in the context of finding out about homes.</li> </ul>	<p><b>The Crimean War: Significant Individuals</b></p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- To be taught about the lives of significant individuals (Florence Nightingale, Edith Cavell and Mary Seacole) in the past who have contributed to national and international achievements.</li> <li>- To compare aspects of life in different periods (similarities and differences)</li> <li>- To know where people and events fit within a chronological framework</li> <li>- To understand some of the ways in which we find out about the past</li> <li>- To ask and answer questions</li> </ul>	
<b>Art &amp; Design</b>	<p><b>Self-Portraits (Drawing)</b></p> <p><b>Skills focus:</b></p> <p><b>Taught artists:</b> Vincent Van Gogh and Frieda Kahlo</p> <ul style="list-style-type: none"> <li>• Pencil skills: straight lines, wavy lines, swirls, zig-zag lines. Varying pressure – light to dark.</li> </ul>	<p><b>Colour Mixing (Painting)</b></p> <p><b>Skills focus:</b></p> <p><b>Taught artists:</b> Wassily Kandinsky and Piet Mondrian</p> <ul style="list-style-type: none"> <li>• Paint skills: primary colours, secondary colours, tints and shades, how to hold</li> </ul>	<p><b>Clay Houses (Sculpture – Ceramic)</b></p> <p><b>Skills focus:</b></p> <p><b>Taught artists:</b> Louise Goodman and Grayson Perry</p> <ul style="list-style-type: none"> <li>• Clay skills: Rolling, kneading, coiling, mark-making</li> </ul>

	<ul style="list-style-type: none"> <li>• Crayon skills: Differing pressure and how this can impact marks made</li> <li>• Proportion and observational drawing</li> </ul> <p><b>Key Vocabulary:</b> mark-making, proportion, observational drawing, pressure, self-portrait, portrait</p>	<p>a paintbrush correctly, paintbrush control</p> <ul style="list-style-type: none"> <li>• Use inspiration from famous, notable artists to create their own work and make comparisons</li> </ul> <p><b>Key Vocabulary:</b> primary colour, secondary colour, tint, shade, paintbrush, brushstroke</p>	<ul style="list-style-type: none"> <li>• 3D observation (Bomas of Kenya)</li> </ul> <p><b>Key Vocabulary:</b> primary colour, secondary colour, tint, shade, paintbrush, brushstroke</p> <p><b>Links to the curriculum:</b> Geography (Kenya, Africa) English (Handa's Surprise/Toom Much Talk)</p>
<b>Design and Technology</b>	<p><b>Freestanding structures</b></p> <p><b>Outcome:</b> To design, make and evaluate a bedroom</p> <p><b>National Curriculum link:</b> History unit- homes from the past</p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>• To design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• To select from and use a range of tools and equipment to perform practical tasks e.g. cutting, joining.</li> </ul>	<p><b>Cooking and nutrition</b></p> <p><b>Outcome:</b> To design, make and evaluate a sample of biscuits for pirates at sea</p> <p><b>National Curriculum link:</b> English unit- 'The Night Pirates' by Peter Harris</p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>• To design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<p><b>Mechanical systems</b></p> <p><b>Outcome:</b> To design, make and evaluate an African moving picture book about African animals</p> <p><b>National Curriculum link:</b> Geography unit- Africa</p> <p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>• To design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• To explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.</li> </ul>

	<ul style="list-style-type: none"> <li>• To evaluate their ideas and products against design criteria.</li> <li>• To build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore and evaluate a range of existing products</li> </ul>	<ul style="list-style-type: none"> <li>• To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>• To evaluate their ideas and products against design criteria.</li> </ul>
RE	<p><b>What can we learn from Creation stories?</b></p> <p>This unit will explore the religious notion of God as Creator and ultimate source of all that there is. The unit will examine the idea of Creation as both a primal event and as an ongoing process. The study of Creation stories and reflection about the way in which people of faith seek to respond to a belief in God as Creator will provide a way to explore this theme. Pupils will also examine and reflect upon contemporary issues associated with the natural world and the responsibility we all share for looking after the Earth.</p>	<p><b>What do Christians believe about God?</b></p> <p>The unit will provide an opportunity for pupils to engage with and consider the significance of the central beliefs of Christianity as they relate to belief about the nature of God. It will introduce the Christian doctrines of God's indivisible yet triune nature, the concept of revelation, the importance of the Bible and the place of Jesus within the Christian faith.</p> <p><b>Why is prayer important to many people?</b></p> <p>In this unit, pupils will encounter one of the central elements of religious practice for many believers, namely prayer. The purpose, nature, format, content and benefits of prayer will all be considered. Children will have the opportunity to examine the core prayers used in several religious traditions, to construct their own prayers (where this is appropriate) and to think about the parallel activities undertaken</p>	<p><b>What does it mean to be a Sikh?</b></p> <p>In this unit, pupils will have the opportunity to learn about the Sikh tradition. It will focus on the origin and development of Sikhism under the leadership of Guru Nanak, the way in which the religion developed through the line of the Gurus and the particular importance that the sacred text, the Guru Granth Sahib, plays within Sikhism. Pupils will learn about the symbolism of the principal Sikh artefacts, the role of prayer and worship for Sikhs and the significance of sewa (selfless service) for the Sikh community.</p>



			by non-religious people, such as meditation, silence, contemplation and reflection.		
<b>Computing</b>	<p><b><u>Digital Literacy</u></b> Unit: Online Safety &amp; Exploring Purple Mash</p> <p><b><u>Computer Science</u></b> Unit: Grouping and Sorting</p> <p><b>E-Safety Focus - Stay Smart:</b> I can understand that whilst the internet offers positive opportunities there is also an element of risk</p>	<p><b><u>Information Technology</u></b> Unit: Pictograms</p> <p><b>Software used:</b> 2Count (Pictograms)</p> <p><b><u>Computer Science</u></b> Unit: Lego Builders</p> <p><b>E-Safety Focus - Stay Kind:</b> I can understand why it's important to be kind and polite</p>	<p><b><u>Computer Science</u></b> Unit: Maze Explorers</p> <p><b>Software used:</b> 2Go (Coding)</p> <p><b><u>Information Technology</u></b> Unit: Animated Story Books</p> <p><b>Software used:</b> 2Create A Story</p> <p><b>E-Safety Focus - Stay Safe and Critical:</b> I can understand what personal information is and the importance of keeping passwords private I can understand the need to tell an adult about something unexpected or worrying</p>	<p><b><u>Computer Science</u></b> Unit: Coding</p> <p><b>Software used:</b> 2Code</p> <p><b>E-Safety Focus - Stay Healthy:</b> I can understand the importance of using age-appropriate websites</p>	<p><b><u>Information Technology</u></b> Unit: Spreadsheets</p> <p><b>Software used:</b> 2Calculate</p> <p><b><u>Digital Literacy</u></b> Unit: Technology outside school</p> <p><b>E-Safety Focus - Stay Accountable:</b> I can agree and follow sensible e-safety rules, understanding why this is important</p>

<b>PSHE</b>	<b>Health and Well-Being</b> <b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>To set a goal.</li> <li>To understand the difference between healthy and unhealthy foods.</li> <li>To understand and explain how to keep teeth healthy.</li> <li>To identify and explain a range of positive and negative emotions.</li> </ul>	<b>Living in the Wider World</b> <b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>To understand what charity is, explain why people donate to charity and fundraise for charity.</li> <li>To celebrate my achievements and achievement of others.</li> <li>To explain how to keep safe online.</li> <li>To explain how to keep safe at home.</li> <li>To understand the PANTS rule.</li> </ul>	<b>Relationships</b> <b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>To identify the qualities of a good friend and how to make new friends.</li> <li>To explain what a compliment is and why it is important.</li> <li>To understand what 'bad' secrets are.</li> <li>To explain who is in their family, while recognising families are different.</li> <li>To explain how they have grown and changed.</li> </ul>
<b>PE</b>	<b>Invasion Games: Football, tag rugby, handball</b> <b>Fundamental movements skills</b> <b>Dance</b>	<b>Invasion Games: Netball, Basketball</b> <b>Net and Wall: Badminton and Tennis</b> <b>Dynamic balance and coordination</b> <b>Dance</b>	<b>Athletics: Track and field events</b> <b>Gymnastics</b> <b>Dance</b>
<b>Music</b>	<b>Hey You! Old school Hip Hop</b> <b>Exploring sounds *</b> <b>National curriculum objectives:</b>	<b>The Groove</b> Blues/ Latin/ Folk/ Funk/ Baroque/ Bhangra <b>Round and round</b>	<b>Long and Short*</b> Use a variety of ways to identify and create long and short sounds <b>Reflect, rewind and replay</b>

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Latin Bossa Nova/ Film music/ Big Band Jazz/ Mash-up/ Latin fusion</p> <p><b>National curriculum objectives:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p>Western classical</p> <p><b>National curriculum objectives:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
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### Key Information

Homework is issued every Thursday and expected to be completed/handed in by the following Tuesday.

Spelling words are posted on Purple Mash every Thursday for a spelling test the following Friday.

Please wear your PE kit to school every Tuesday.

### Reading:

Please read every day at home. Bring your completed reading record into school on Tuesday. If books are not returned on time, it is possible your child's books will not be changed.

When reading records are sent home, we would ask that you sign your child's reading record with the following:

- Date, title of book(s)
- A comment regarding their reading e.g. **Could they decode the story using their phonics e.g. b-o-x > box? Did you have to discuss new vocabulary? Did they enjoy the book? Were they able to retell the key events within the story?**
- If you feel a comment is not required, please sign to acknowledge you have read with your child.



**Additional support and guidance you can provide at home:**

**Essential Reads**

**Common Exception Words**

<p>This is a list of essential reads each pupil should aim to read by the end of the academic year. A small number of copies of each text are available from the school. Across the year, pupils can gain access to these texts through the library and their classroom.</p>	<p>Common exception words are words in which the English spelling code works in an unusual or uncommon way. They are not words for which phonics 'doesn't work', but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way. These are the common exception words for year 1. Pupils are expected to write these words correctly in order to reach the <b>expected standard</b> at the end of year 1.</p>	
<p>A Dark, Dark Tale by Ruth Brown Tadpoles Promise by Jeanne Willis How to Heal a Broken Wing by Bob Graham Little Rabbit Foo Foo by Michael Rosen The Pirate's Next Door by Jonny Duddle Toys in Space by Mini Grey Meerkat Mall by Emily Gravett Through the Magic Mirror by Anthony Browne</p>	<p>Superworm by Julia Donaldson Stick Man by Julia Donaldson Zog by Julia Donaldson Winnie the Witch by Valerie Thomas Gigantosaurus by Jonny Duddle Sharing a Shell by Julia Donaldson Funnybones by Janet and Allan Ahlberg</p>	<p>the you love a you your come do they some to be one today he once of me ask said she friend says we school are no put were go push was so pull is by full his my house has here our I there where</p>
<b>Mental Arithmetic (Mathematics)</b>		
<p>☑ I can count in multiples of 2, 5 and 10          ☑ I can count to and across 100, forwards and backwards from any given number          ☑ I can identify one more or less than any given number (e.g. <b>1 more than 52 is 53 or 1 less than 81 is 80</b>)</p>		

☑ I can use addition and subtraction facts to 20 (e.g.  $4 + 6 = 10$ ,  $10 - 6 = 4$ )

☑ I can mentally double numbers up to 10 (e.g. **Double 4 is 8**)

☑ I can mentally add and subtract one and two digit numbers to 20, including 0 ( **$11 + 4 = 15$** ,  **$15 - 4 = 11$** )

**Once pupils are secure, they will move on to learn:**

- Count in steps of 2,3 and 5
- Identify ten more or less than a given number
- Count in tens from any given number