

Year 1 Curriculum Map

	<u>English</u>	<u>Mathematics</u>	<u>RE</u>	<u>PE</u>	<u>PSHE</u>
Term 1	<p><u>Fiction</u> Key text - Beegu Use of adjectives, describing settings/characters, writing musts Writing musts – basic punctuation & simple conjunctions (and, so, but).</p> <p><u>Non-fiction</u> Recount - Visit to the zoo Time connectives, retell/write a recount, simple sentences Writing musts – basic punctuation & simple conjunctions (and, so, but)</p> <p><u>Phonics</u> Letters and Sounds Phase 3 (ai, ee, igh, oa, oo, ar, or, ur, oi, ear, air, ure, er, ow), letter names Phase 4 – adjacent consonants, multisyllabic words</p> <p><u>SPAG</u> Write simple phrases and sentences Writing sentences with capital letters, full stops and finger spaces Capital letters for name and pronoun I Spell words containing phonemes taught so far</p> <p><u>Star Author</u> Clare Freedom</p>	<p><u>Number</u> Count, read, write and order numbers to 20 & beyond. One more/one less. Counting on from any given number to 20 and beyond. Patterns in number system 2's, 5's & 10's.</p> <p><u>Shape, space & measure</u> Measure – compare & describe length & height Capacity & volume – full, empty, half full, quarter Non-standard units of measure</p>	<p><u>Christianity</u> – Who is a Christian and what do they believe?</p> <p>This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told.</p>	<p><u>Gymnastics</u> To create a simple balance in gymnastics. To be able to perform simple gymnastic skills on the floor. To be able to copy actions from somebody else. To be able to perform simple repeated balances in gymnastics. To be able to talk about the movements I have made in gymnastics. To be able to describe how my body feels during activities. To say why being active is good for me.</p>	<p><u>Living in the Wider world.</u></p> <p>How rules help us in the classroom, school and community.</p> <p>How are we different and similar?</p> <p>People who help us.</p>

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Term 2	<p><u>Fiction</u> Key Text – “Where the Wild Things Are” Retelling stories, character work, writing own version of the story Writing musts – basic punctuation & simple conjunctions (and, so, but)</p> <p><u>Poetry</u> Based on “Twinkle, twinkle little star” rhyming words, writing own version of poem</p> <p>Writing musts – basic punctuation, finger spaces, simple conjunctions (and, so, but)</p> <p><u>Phonics</u> Letters and Sounds Phase 4 – adjacent consonants, multisyllabic words Phase 5 – wh, ph, split digraph ‘e’</p> <p><u>SPAG</u> Using ‘and’ to join words and clauses Spell some common exception words Capital letters for names of people</p> <p><u>Star Author</u> Dr Seuss</p>	<p><u>Number: Addition & Subtraction</u> Counting to and back from 100 & from any number. Addition and subtraction by counting on and back. Recording number sentences using symbols +/-= One step number problems + and – using objects and pictures</p> <p><u>Shape, Space & Measure</u> Positional language Sequencing events (daily routine) Times of the day Days of the week Months of the year Seasons</p>	<p><u>Christianity</u> Who is a Christian and what do they believe?</p> <p>This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told.</p>	<p><u>Gymnastics</u> To create a simple balance in gymnastics. To be able to perform simple gymnastic skills on the floor. To be able to copy actions from somebody else. To be able to perform simple repeated balances in gymnastics. To be able to talk about the movements I have made in gymnastics. To be able to describe how my body feels during activities. To say why being active is good for me.</p>	<p><u>Relationships</u> To recognise feelings. Talk about what contact is acceptable. Recognise what is fair and unfair, kind and unkind. To listen to other people and work as a team</p>
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	<u>English</u>	<u>Mathematics</u>	<u>RE</u>	<u>PE</u>	<u>PSHE</u>
Term 3	<p><u>Fiction</u> Key Text - The Three Little Pigs Describing characters, change characters, write own version of story Writing musts – basic punctuation, finger spaces, simple conjunctions (and, so, but, because)</p> <p><u>Non fiction</u> Key text – The True Story of the Three Little Pigs Using persuasive vocabulary, writing a letter to free the wolf. Writing musts – basic punctuation, finger spaces, simple conjunctions (and, so, but, because)</p> <p><u>Phonics</u> Letters and Sounds Phase 5 – ay, ea, ie, oe, ew, ue, Read and spell HFW1-25 (from the 100 list)</p> <p><u>SPAG</u> Spell words using prefix un and suffixes er Begin to understand the meaning of words singular and plural</p> <p><u>Star Author</u> Susanna Davidson</p>	<p><u>Number: Multiplication & Division</u> Counting in 2's & 10's Recall doubles to 10/20 Introduce grouping /sharing objects equally Solve one-step problems involving multiplication and division using concrete objects and pictorial representations Introduce and recognise arrays</p> <p><u>Shape, space & Measure</u> Name 2D & 3D shapes Identify differences between shapes Group objects /shapes according to their properties.</p>	<p><u>Who is a Muslim and what do they believe?</u></p> <p>This investigation enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.</p>	<p><u>Dance</u> To be able to copy a rhythm and movement in dance. To be able to create imaginative movements. To be able to perform dance skills with control. To be able to make different shapes with control in dance. To be able to perform a dance using simple repeated movement patterns. To be able to perform phases of movement in dance using a range of actions and body parts. To be able to talk about the dance movements I have made. To be able to describe how my body feels during activities. To say why being active is good for me.</p>	<p><u>Health and Wellbeing.</u></p> <p>To recognise what they like and dislike, how to recognise right and wrong decisions.</p> <p>Recognise people who look after them.</p> <p>Who to go to if they are worried.</p> <p>To understand good feelings and bad feelings and how to control these.</p>

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Term 4	<p><u>Fiction</u> Key text – Snail and the Whale Making predictions about the text, re-telling stories expressively, re-tell/write the story. Writing musts – basic punctuation, finger spaces, simple conjunctions (and, so, but, because)</p> <p><u>Non-fiction</u> Report - Pets Features of non-fiction texts, plan ideas, write non-fiction report Writing musts – basic punctuation, finger spaces, simple conjunctions (and, so, but, because)</p> <p><u>Phonics</u> Letters and Sounds Phase 5 – au, aw, ou, oy, ir, ey and HFW 26-50</p> <p><u>SPAG</u> Know meaning of words singular and plural Add s to make plural nouns Recognise and understand compound words.</p> <p><u>Star Author</u> Julia Donaldson</p>	<p><u>Number: Fractions</u> Count, read, write and compare numbers to 100 Counting in 2's, 10's and 5's Recall doubles/halves of numbers to 10/20 Find half & a quarter of objects – concrete objects and pictorial representations Problems involving half and quarter</p> <p><u>Shape, Space & Measure</u> Time – read, recognise & draw o'clock & half past, how many things can we achieve in a minute? Direction & movement – whole, half, quarter and three-quarter turn</p>	<p><u>What can we look from sacred books?</u></p> <p>This investigation enables pupils to find out about sacred books from more than one religion. Pupils begin by recapping their work on special books and thinking about what makes a book 'holy'. They then move onto looking at stories and teachings in holy books and finding out what these mean for believers.</p>	<p><u>Dance</u> To be able to copy a rhythm and movement in dance. To be able to create imaginative movements. To be able to perform dance skills with control. To be able to make different shapes with control in dance. To be able to perform a dance using simple repeated movement patterns. To be able to perform phases of movement in dance using a range of actions and body parts. To be able to talk about the dance movements I have made. To be able to describe how my body feels during activities. To say why being active is good for me.</p>	<p><u>Living in the wilder world.</u></p> <p>How rules help us in the classroom, school and community.</p> <p>To know how to contribute to the life of the school.</p> <p>To know who helps us in our community.</p>
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	<u>English</u>	<u>Mathematics</u>	<u>RE</u>	<u>PE</u>	<u>PSHE</u>
Term 5	<p><u>Fiction</u> Key text - Jack & the Beanstalk Beginning, middle, end, describing a setting, change ending of the story Writing musts – basic punctuation, finger spaces, simple conjunctions (and, so, but, because)</p> <p><u>Non-fiction</u> Letter Writing (to the giant) Features of a letter, persuasion to come to PFS and why Writing musts – basic punctuation, finger spaces, simple conjunctions (and, so, but, because)</p> <p><u>Phonics</u> Letters and Sounds Phase 5 – Consolidate all phonemes and HFW 51-75</p> <p><u>SPAG</u> Sometimes use ? and ! in the right place Know difference between singular and plural Add s and es to make plural nouns Spell words with the suffix ing Spell compound words Use capital letters for people and Places</p> <p><u>Star Author</u> Nick Butterworth</p>	<p><u>Number: Addition & Subtraction</u> Counting to and from 100 & from any given number. Number bonds to 10/20 1 more/1 less than given number to 100 Addition & subtraction – counting on and back & using one and two digit numbers (to 20) & using money One step problems</p> <p><u>Shape, space & measure</u> Length & height – compare, describe & estimate, non-standard units, record in own way Mass & weight – comparing, weighing different objects, record in own way Linear measuring tools</p>	<p><u>What make places sacred?</u> This investigation enables pupils to learn in depth from different religious and spiritual ways of life about places of worship for Christians and either Jewish people or Muslims.</p>	<p><u>Skills</u> To be able to throw a ball underarm. To be able to roll a ball. To be able to hit a ball with a bat. To be able to throw a beanbag. To be able to catch a beanbag. To be able to catch a medium size ball. To be able to follow a ball and collect it. To be able to describe how my body feels during activities. To say why being active is good for me.</p>	<p><u>Relationships</u> Recognise what is right and wrong, kind and unkind, how feelings can be hurt.</p>

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Term 6	<p><u>Fiction</u> Key text - The Lighthouse Keeper's Lunch Re-telling, changing the object in the story e.g. the sandwich, writing changed story Writing musts – basic punctuation, finger spaces, simple conjunctions (and, so, but, because)</p> <p><u>Non-fiction</u> Instructions - Making sandwiches Correct sequence, time connectives, bullet points Writing musts – basic punctuation, finger spaces, simple conjunctions (and, so, but, because)</p> <p><u>Phonics</u> Letters and Sounds Phase 5 – Master all phonemes and HFW 76-100</p> <p><u>Star Author</u> Rhonda & David Armitage Lighthouse Keeper's Lunch, Lighthouse Keeper's Picnic, Lighthouse Keeper's Rescue</p> <p><u>SPAG</u> Sometimes use ? and ! in the right place Spell compound words Use captial letters for people and places and days of the week Spell words with suffixes est and ed</p>	<p><u>Number: Calculation</u> Counting in 2's, 5's & 10's Doubling/Halving numbers to 10/20 Recall number bonds to 10/20 One-step problems involving addition, subtraction, multiplication and division Using concrete objects or pictorial representations 'Missing number' problems</p> <p><u>Shape, space & Measure</u> Name 2D & 3D shapes Compare differences Different orientation & sizes Shape patterns Positional language using pictorial representation Directional language - direct Beebot Half turn, quarter turn</p>	<p><u>How should we care for others and the world?</u></p> <p>Pupils will learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying bible stories, the lives of believers such as Dr Bernado, Mother Teresa or a local believer, different celebrations pupils will learn about how beliefs can turn into actions for many religious and non-religious people.</p>	<p><u>Games</u></p> <p>To understand what a tactic is. To be able to use a tactic to defend. To be able to use a tactic to defend in a game situation. To be able to use tactics to attack. To be able to use tactics to attack in a game situation. To be able to select the appropriate skills to use in different games. To be able to describe how my body feels during activities. To say why being active is good for me.</p>	<p><u>Health and Well being</u></p> <p>To understand why looking after ourselves is important. To know how to look after yourself. To make good choices to improve physical and emotional health. To understand how we grow and change. To understand the benefits of being independence.</p>
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<u>Theme</u>	<u>Science</u>	<u>Computing</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>Design & Technology</u>	<u>Music</u>	<u>Extended Learning</u>	<u>Visits & Visitors</u>
<p>Term 1</p> <p><i>Me, myself and I</i></p> <p>Hook – Teacher all about me book</p> <p>Intent - To make an all about me book to share with other classes.</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.</p> <p>To observe seasonal changes.</p>	<p>Digital Literacy</p> <p>Reporting issues</p> <p>Being respectful online</p> <p>Lee & Kim</p>	<p>Interviews with people from 3 different generations focussing on changes within living memory.</p> <p>Recognising significant historical places within Dover. (Dover Castle)</p>	<p>Learning to use basic geographical vocabulary to refer to key physical features (eg. beach, cliff, coast, forest) and key human features(eg. city, town, village)</p> <p>Use aerial photographs and recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Self-portrait in the style of Pablo Picasso.</p> <p>Family portraits</p>	<p>Food tasting – soup making.</p> <p>Simple food hygiene.</p>	<p>Singing – songs, rhymes and chants.</p> <p>Using voice expressively and creatively.</p>	<p>Harvest festival</p>	<p>Walk to Elms Vale Park.</p>

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Term 2 <i>Spectacular Seasons</i> Hook – Autumn Walk Intent - Make a weather station	Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.	Digital Literacy List different types of technology and how they are used to help us. Name the different parts of a computer. Online safety To be able to carry out a simple web search to collect information	Events beyond living memory – Guy Fawkes.	Identify seasonal and daily weather pattern – keeping a weather diary. Name, locate and identify four capitals and countries in the UK.	Seasonal art – using nature’s resources to create pictures. Andy Goldsworthy David Hockney	Designing, making and evaluating a weather station.	Nativity rehearsal. Learning songs and singing with expression.	Nativity	Seasonal walk along the Whinless Down/Ke arsney Abbey
<u>Theme</u>	<u>Science</u>	<u>Computing</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>Design & Technology</u>	<u>Music</u>	<u>Extended Learning</u>	<u>Visits & Visitors</u>
Term 3 <i>Home sweet home</i> Hook – Materials exploration	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials.	Computer Science Online safety. Human robot Programming Beebots	Houses through the ages – ordering houses.	Location of hot and cold countries. Name, locate and identify four capitals and countries in the UK.	Use sculpture to create a pig. Design and paint houses. Using different media to create the three little pigs’ houses.	Design, make, test and evaluate a house for the three little pigs. Make a house for home learning. Designing bedrooms.	Respond to different moods in music. Share thoughts about a piece of music. Experiment with sounds	Parent assembly.	Dover Museum – Homes through the ages.

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<p>indoors and outdoors.</p> <p>Intent - To create a house for one of the Three Little Pigs using different materials.</p>	<p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and contrast everyday materials on their simple properties.</p>					<p>Designing houses for different climates.</p>	<p>Select and combine sounds</p>		
<p>Term 4</p> <p><i>Amazing Animals</i></p> <p>Hook – Zoo Lab visit</p> <p>Intent – To make an “Animal Encyclopaedia ” to share with other classes.</p>	<p>Identify and name a variety of common animals.</p> <p>Identify and name common animals that are omnivores, herbivores and carnivores.</p>	<p>Computer Science</p> <p>What is Coding?</p> <p>2go on Purplemash</p>	<p>Life of significant individual within my locality – John Aspinall.</p>	<p>Naming where animals live around the world – class map.</p> <p>The equator and the North and South Pole.</p> <p>Begin to understand the locations of hot and cold climates.</p>	<p>Drawing animals.</p> <p>Animal sculptures.</p>	<p>Designing and creating animal poo.</p>	<p>Name a range of instruments</p> <p>Name instruments</p> <p>Play in different ways</p> <p>Creates sound effects</p>	<p>Zoo lab.</p> <p>Cuddly animal parade.</p>	<p>Zoo lab.</p> <p>Zoo visit.</p>

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	Make simple predictions.			Create simple map with a key.			Experiment with sounds Explores effects of loud and quiet sounds		
<u>Theme</u>	<u>Science</u>	<u>Computing</u>	<u>History</u>	<u>Geography</u>	<u>Art</u>	<u>Design & Technology</u>	<u>Music</u>	<u>Extended Learning</u>	<u>Visits & Visitors</u>
Term 5 <i>Precious plants</i> Hook – Garden centre visit	Identify and name a variety of common wild and garden plants, including deciduous and	Typing skills Mouse control Paint program	Research St George – home learning.	Location of plant – continual provision. Designing own simple plan/map and use a simple key.	Exploring the art of Vicente Van Gogh and creating own sunflower. Observational drawings of plants.	Design a garden for their sunflower. Plan, make and evaluate a simple salad.	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Alien plants. Planting. Tasc investigate changes in plants?	Talk about common plants from local gardener. Garden centre Visit

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<p><i>Intent – To grow and nurture different plants for classroom, outside area and school environment</i></p>	<p>evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>To observe seasonal changes</p>						<p>Names untuned instruments</p> <p>Performs with instruments</p>	<p>St. Martin's sensory garden visit.</p>
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<p>Term 6</p> <p><i>Seaside Explorers</i></p> <p>Hook – Victorian/modern beach dress up day.</p> <p>Intent – design and build lighthouses. Become a seaside expert.</p>	<p>Home learning activity – researching animals at the beach.</p> <p>Sand castle investigation and competition.</p>	<p>2simple music toolkit</p> <p>2publish plus</p>	<p>Victorian/modern seaside</p> <p>Queen Victoria/Grace Darling</p> <p>Exploring the beach</p> <p>Lighthouses/RNLI</p>	<p>Geographical features of a beach.</p> <p>Compare and contrast two different places. Dover in the UK and Dover in Barbados.</p>	<p>Sand art – creating a seaside using sand.</p> <p>Stormy sea paintings.</p>	<p>Design own lighthouse (TASC)</p> <p>Make Punch and Judy show/puppets</p> <p>Make Grace Darling moving picture.</p>	<p>To select similar sounds</p> <p>Performs with a range of untuned instruments</p> <p>Differentiate between pulse and rhythm</p> <p>Names instruments</p> <p>Performs with tuned instruments</p> <p>To combine sounds to create compositions</p>	<p>Punch and Judy show</p> <p>Victorian/Beachwear dress up day.</p>	<p>Trip to Deal beach and Deal Castle.</p> <p>Visit from Local Artist sand art (Angus Cameron)</p> <p>Visit from RNLI</p>
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