

Year 1 Curriculum Map

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Reading</p> <p>A range of texts covered from the list provided</p>	<ul style="list-style-type: none"> • Rainbow Fish – M. Pfister • Traditional Tales: <ul style="list-style-type: none"> - Cinderella - Goldilocks and the Three Bears - Three Little Pigs - Little Red Hen • Red Riding Hood – Digital Text Literacy Shed • Stick Man – J. Donaldson • The Stick Book: loads of things you can make or do with a stick • Deep Dark Wood – A. Craig Hall • Non-fiction texts: animals, The Church, Florence Nightingale, Mary Seacole 	<ul style="list-style-type: none"> • The Jolly Postman – J. & A. Ahlberg • The Tiger Who Came to Tea – J. Kerr • Simon Sock – S. Hendra • Dogs Don't Do Ballet – A. Kemp • Hairy Maclary story collection - • Big Book of Nonsense Poetry • The Queen's Hat – S. Anthony • The Queen's Handbag – S. Anthony • Bubbles - Digital text (Literacy Shed) • Non-fiction texts: The Great Fire of London, Samuel Pepys, Christianity, Easter 	<ul style="list-style-type: none"> • What the Ladybird Heard – J. Donaldson • Handa's Surprise – E. Browne • Six Dinner Sid – I. Moore • Each Peach Pear Plum – J. and A. Ahlberg • Room on the Broom – J. Donaldson • Unplugged – S. Anthony • The Night Zoo Keeper – Digital Text (Literacy Shed) • Non-fiction texts: Judaism, plants, seasons
<p>Writing</p> <p>A range of genres covered from the list provided</p>	<ul style="list-style-type: none"> • Instructions – Rainbow Fish • Character description and story retell – eg. Goldilocks, Three Little Pigs • Character description/ story retell – Little Red Hen • Short narrative – rewrite ending to a story – Three Little Pigs • Recount - Half Term News • Missing Poster – The Stick Man • Postcards Home from the Stickman • Instructions text – how to make a ... - The Stick Book • Descriptive setting – The Stick Man • A list poem – different things a stick could be used for • Descriptive setting/ Character description - Deep Dark Wood • Letters to Santa 	<ul style="list-style-type: none"> • A letter in the post: write a letter to send to a relative - The Jolly Postman • Instructions: how to make a ... - The Tiger Who Came to Tea • Short narrative: adventure – Simon Sock • Narrative – The Queen's Hat / The Queen's Handbag • Fantasy story – Bubbles • Historical recount / setting description – The Great Fire of London • Poetry – The Great Fire of London • Diary entry – Samuel Pepys • Instructions: how to make a vehicle with wheels • Non-chronological report – Easter 	<ul style="list-style-type: none"> • Character description – What the ladybird heard • Sid's Diary entry – Six Dinner Sid • Story retell – Handa's Surprise • Character study: Blip and friends – Unplugged • Recount – Blip's adventure – Unplugged • Descriptive setting: sunset page and the rest of the text - Unplugged • Fact file – The Night Zoo Keeper • Poetry and rhyming couplets – Each Peach, Pear Plum • Instructions: how to make a fruit salad • Non-chronological report: A Jewish Family
<p>Maths</p>	<ul style="list-style-type: none"> • Place value within 10 (sort objects, count objects, represent objects) 	<ul style="list-style-type: none"> • Adding by counting on • Find and make number bonds • Add by making 10 	<ul style="list-style-type: none"> • Count in 2s, 5s and 10s • Make equal groups • Add equal groups

	<ul style="list-style-type: none"> Count, read and write forwards and backwards from any number 0 to 10 Count one more and one less One-to-one correspondence to start to compare groups Compare groups using language such as equal, more/greater, less/fewer Introduce < , > and = symbols Compare and order numbers and order groups of objects Ordinal numbers 1st, 2nd, 3rd The number line Fact families and addition facts Find number bonds for numbers within 10 then use systematic methods Compare number bonds Addition – adding together, adding more Part-whole model, finding a part Subtraction – taking away, how many left? Crossing out and using the subtraction symbol Subtraction – finding a part, breaking a part and counting back Fact families – the 8 facts Recognise, name and sort 2D and 3D shapes Explore patterns with 3D and 2D shapes Count forwards and backwards and write numbers to 20 in numerals and words Numbers from 11 to 20 Tens and ones 	<ul style="list-style-type: none"> Subtraction – not crossing 10 Subtraction crossing 10 Compare number sequences Place value within 50 Numbers to 50 Tens and ones Represent numbers to 50 One more, one less Compare objects within 50 Compare numbers within 50 Order numbers within 50 Count in 2s Count on 5s Compare lengths and heights Measure lengths Introduce weight and mass Measure and compare mass Introduce capacity and volume Measure and compare capacity 	<ul style="list-style-type: none"> Make arrays Make doubles Make equal groups – grouping and sharing Fractions – find a half, find a quarter Position and direction – describe turns, describe position Counting forwards and backwards within 100 Partitioning numbers Comparing numbers Ordering numbers One more, one less Money – recognising coins and notes Counting in coins Understanding time – before and after, dates Understanding time to the hour Time to the half hour Writing time Comparing time
Science	<p><u>Animals including humans</u> AIH1 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals AIH2 identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p><u>Everyday Materials</u> EM1 distinguish between an object and the material from which it is made EM2 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock EM3 describe the simple physical properties of a variety of everyday materials</p>	<p><u>Plants</u> P1 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees P2 identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Seasonal Changes</u> SC1 observe changes across the four seasons</p>

	<p>AIH3 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) AIH4 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>Seasonal Changes SC1 observe changes across the four seasons SC2 observe and describe weather associated with the seasons and how day length varies.</p>	<p>EM4 compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasonal Changes SC1 observe changes across the four seasons SC2 observe and describe weather associated with the seasons and how day length varies.</p>	<p>SC2 observe and describe weather associated with the seasons and how day length varies.</p>
	<p>Working scientifically WS1 asking simple questions and recognising that they can be answered in different ways WS2 observing closely, using simple equipment WS3 performing simple tests WS4 identifying and classifying WS5 using their observations and ideas to suggest answers to questions WS6 gathering and recording data to help in answering questions.</p>		
Computing	<p>Unit 1.1 Online Safety & Exploring Purple Mash Programs – Various</p> <p>Unit 1.2 Grouping & Sorting Program – 2DIY</p> <p>Unit 1.3 Pictograms Program - 2count</p>	<p>Unit 1.4 Lego Builders Program – 2DIY</p> <p>Unit 1.5 Maze Explorers Program – 2Go</p> <p>Unit 1.6 Animated Story Books Program – 2Create A Story</p>	<p>Unit 1.7 Coding Program – 2Code</p> <p>Unit 1.8 Spreadsheets Program – 2Calculate</p> <p>Unit 1.9 Technology outside school Programs – Various</p>
History	<p>The life of a significant person Florence Nightingale/ Mary Seacole</p> <p>Ask and answer questions and extend knowledge and understanding of their lives and order events on a timeline. Understand the difference between things that happened in the past and the present. Use simple words and phrases to describe the past – ‘after’, ‘before’, ‘between.’ Recall some facts about people/ events before living memory. Say why people may have acted the way they did. Appreciate that some famous people have helped our lives be better today.</p>		<p>Significant events in history Great Fire of London Events beyond living memory - Great Fire of London, understand where people and events fit in within a chronological framework, identify similarities and differences between ways of life then and now, list key events on a timeline and understand key features of events.</p> <p>The life of a significant person Samuel Pepys Ask and answer questions and extend knowledge and understanding of his life and his way of life and order events on a timeline. Understand his role in giving us information including the Great Fire of London through his diary writing.</p>

<p>Geography</p>	<p><u>Journey to school</u> Investigating familiar landscapes using simple maps and features.</p> <p><u>Local area study</u> Learning about Lowton – landscape, human and physical features; using maps and fieldwork. - describe different types of buildings in our locality - describe places using their characteristics - understanding geographical similarities and differences through the study of human and physical geography in the local area</p> <p><u>Locational knowledge</u> Identify United Kingdom, its countries, capital cities and characteristics. Use world maps, atlases and globes.</p> <p><u>Human Geography</u> Using geographical vocabulary to refer to human features of the environment.</p>	<p><u>Contrasting Locality</u> Study of London, maps, traffic surveys, modes of transport, human and physical features, compare and contrast. - describe different types of buildings in a contrasting locality - understand geographical similarities and differences through the study of places linked to other topic areas</p> <p><u>Location and Geographical Enquiry</u> Use simple compass directions, locational and directional language.</p>	<p><u>The Weather</u> Identify seasonal and daily weather patterns, hot and cold places in the world. (cross-curricular topic with Science). - identify seasonal and daily weather patterns in the United Kingdom - explain how the weather changes with each season - begin to explain why people would wear different clothes at different times of the year - say something about the people who live in hot and cold places - explain the main features of a hot and cold place - describe observations about the people who live in a contrasting non-European country</p>
<p>Art</p>	<p><u>Keeping Healthy</u> Observational drawings – small scale / large scale – pencil, pen, oil and soft pastel, charcoal inc. mixed media Printing –printing on fabric using a range of fruit and vegetables, develop impressed images Collages – collect natural materials to create a temporary collages Form – using materials to make known objects for a purpose Digital media – exploring colour, texture and shape using photography, record visual information digitally</p> <p>Artist – Giuseppe Arcimboldo (1523-1566)</p>	<p><u>Great Fire of London and Contrasting Localities</u> Observational drawings – landscapes, buildings, city scenes, relief printing, repeated patterns, symmetry, small scale / large scale drawings individual and collaborative – pencil, pen, oil and soft pastel, charcoal inc. mixed media, mark making with a range of tools Colour mixing – oil pastels, paint, find collections of colour, mix colours to match objects, lightening and darkening colours, textured Collages – producing collages of buildings with collections of colour and shapes, textures 3D - ceramics – clay relief buildings and houses, cardboard structures, boxes</p> <p>Artists – Cityscapes and the Great Fire of London paintings</p>	<p><u>The Local Environment</u> Observational drawings – use found materials from the local environment - leaves, feathers, twigs, small scale drawings – pencil, pen, oil and soft pastel, graphite, charcoal inc. mixed media, mark making with a range of tools Textiles, form, texture – construct and use materials for a purpose, use found materials from the local environment for collage and weaving – bark, twigs, grasses, twine, hessian, string, twine, stitching, knotting, threading Colour mixing – mixing and matching colours to objects, naming primary and secondary colours, mixing secondary colours, using different sized brushes and sponges, begin to control direction of brush, begin to create textured paints Artist - Andy Goldsworthy (1956-) Collect ideas and examples of sculpture, found objects, photography, explore the local environment to produce own sculptures from found objects Digital media – to record and explore ideas</p>

			Artist – Monet (1840-1926) Waterlilies, watercolours, colour mixing, collections of natural colours, exploring different paint techniques and tools
Design Technology	Textiles – design, make and evaluate a bag. - use knowledge of existing products to help come up with ideas - measure, mark out, cut and shape materials - use a simple running stitch and learn about different types of stitches - practise sewing two small pieces of fabric together, demonstrating the use of, and need for, seam allowances. - create and use a paper pattern using 2-D shapes - explore a range of decorative finishing techniques	Construction – design, make and evaluate vehicles using wheels with axles. - begin to generate ideas by drawing on our own experiences - develop and communicate ideas by talking and drawing - explore the movement of simple mechanisms such as wheels and axles - use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Cooking and nutrition: design, make and evaluate a fruit salad. - name and sort given foods into the five groups in The Eatwell Plate - explain that we should eat at least five portions of fruit and vegetables every day - prepare simple dishes safely and hygienically, without using a heat source - use techniques such as cutting and peeling - talk about basic food hygiene practices when handling food
RE	1- What does it mean to belong? 2- Why do Christians celebrate Christmas?	1- What do Christians believe? 2- Why and how do Christians celebrate Easter?	1- Why do Christians love to tell stories about Jesus? 2- What does it mean to be a part of a Jewish family?
PSHCE	Being Me in My World Understanding my place in the class, school and global community. Devising Learning Charters. Celebrating Difference Anti-bullying and diversity work (includes cyber and homophobic bullying)	Dreams and Goals Goal-setting, aspirations, working together to design and organise fundraising events. Healthy Me Healthy lifestyle choices, drugs and alcohol education, self-esteem and confidence.	Relationships Understanding friendship, family and other relationships, conflict resolution and communication skills. Changing Me Looking at change, including sex and relationship education.
PE	Gymnastics Flight- Bouncing, Jumping, Landing Netball (throwing and catching- chest and bounce pass) Dance - Unit 4 The Rainbow Fish We're going on a Bear Hunt Football (sending and receiving)	Gymnastics Points and Patches Target games (throwing and aiming small balls) Dance - Unit 3 Fog and Sunshine Washing Day Handa's Surprise Balance and Agility (hurdles/ ladders/ benches/ balancing)	Athletics (using their arms correctly when running) Rugby (attacking and defending) Sports Day practise Rounders (hitting from a tee/ fielding skills)
Music	Hey You! Musical learning focus:	In The Groove Musical learning focus:	Your Imagination Musical learning focus:

	<p>How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.</p> <p><u>Rhythm In The Way We Walk and the Banana Rap</u> Musical learning focus: How pulse, rhythm and pitch work together. Singing and rapping</p>	<p>Playing/singing in different styles and learning about those styles.</p> <p><u>Round And Round</u> Musical learning focus: Latin and Mixed Styles</p>	<p>Compose your own lyrics. Mixed styles and listening to songs/music about using your imagination.</p> <p><u>Reflect, Rewind and Replay</u> Musical learning focus: Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>
<p>Curriculum Enrichment</p>	<p>Trip to Farmer Teds (link with our Science topic – Animals)</p> <p>Visit to St Luke’s Church – Christianity</p> <p>History Alive workshop – enriching our topic about Florence Nightingale</p> <p>Premier Sports- Boccia and curling</p> <p>Anti-Bullying Week</p>	<p>Pantomime performance by Theatre Group.</p> <p>Trip to Manchester Science Museum (link with our DT topic on transport and Science topic on materials)</p> <p>Arts Week – drama, musicians, artists workshops</p>	<p>Visit to Golborne Library to engage our readers in the local community and make links with our Geography topic on our local area.</p> <p>Gardening activities in our school garden – supporting our Science topic on plants.</p>