



Year 1 Curriculum Map

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reading Whole Class Readers and Digital Texts	<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 books – The History of Toys 	<ul style="list-style-type: none"> • The Lighthouse Keeper’s Lunch – R. Armitage • 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 • Bubbles - Digital text Literacy Shed • Non-fiction texts: The Great Fire of London 	<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
Writing	<ul style="list-style-type: none"> • Listen with attention and story retell - Rainbow Fish • Character description and story retell - Red Riding Hood • Character description and story retell – Little Red Hen • Character Description – Three Little Pigs • Recount - Half Term News • Missing Poster (created by Stickman’s wife & children) – The Stick Man • Postcards Home from the Stickman • Instructions text – how to make a ... - The Stick Book • A list poem – different things a stick could be used for • Descriptive setting - 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 • Non-chronological report: dogs • Instructions: how to make a ... - The Tiger Who Came to Tea • Short narrative: adventure – Simon Sock • A Recipe of Friendship – Simon Sock • Fantasy story – Bubbles • Historical recount – The Great Fire of London • Poetry – The Great Fire of London • Diary entry – Samuel Pepys 	<ul style="list-style-type: none"> • Instructions: how to look after chicks • 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 • Non-chronological report – Florence Nightingale, Mary Seacole

<p>Maths</p>	<ul style="list-style-type: none"> Count and read numbers to 100, forwards and backwards, beginning with 0 or 1, or from any given number. To know 1 more/less than a number. Count in multiples of 2s, 5s and 10s Read and write numbers from 1 to 20 in numerals and words. Number bonds, addition and subtraction facts to 20 Using concrete and pictorial representations to solve one-step problems. Recognise and name 2D and 3D shapes, use everyday language to describe properties. Fractions - finding $\frac{1}{2}$ and $\frac{1}{4}$ of a shape, begin to find $\frac{1}{2}$ and $\frac{1}{4}$ of an amount. Measures – length including non-standard units, metres and cm 	<ul style="list-style-type: none"> Continue to count and read numbers to 100, forwards and backwards, beginning with 0 or 1, or from any given number, including counting in multiples of twos, fives and tens. Addition and subtraction – know and use number bonds up to 20, add and subtract 1 and 2 digit numbers from any number to 20. Multiplication and division – solve one-step problems using concrete objects, pictorial representations and arrays; double quantities and numbers. Position and direction – describe position, direction and movement, including whole, half, quarter and three quarter turns. Measures – mass/weight, capacity/volume. Money – recognising and knowing the value of different coins and notes 	<ul style="list-style-type: none"> Continue to count, read and write numbers. Counting forwards and backwards, beginning with 0 or 1 or from any given number in multiples of twos, fives and tens. Continue to extend addition and subtraction skills, using number bonds, including missing number problems using symbols +, - and =. Multiplication and division – continue to make connections between number patterns, arrays and counting in twos, fives and tens. Measures including time – recognise and use the language of days of the week, months, sequence events and tell the time to the nearest hour and half past.
<p>Science</p>	<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 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><u>Seasonal Changes</u> SC1 observe changes across the four seasons SC2 observe and describe weather associated with the seasons and how day length varies.</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 EM4 compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Seasonal Changes</u> SC1 observe changes across the four seasons SC2 observe and describe weather associated with the seasons and how day length varies.</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 SC2 observe and describe weather associated with the seasons and how day length varies.</p>
	<p><u>Working scientifically</u> WS1 asking simple questions and recognising that they can be answered in different ways WS2 observing closely, using simple equipment WS3 performing simple tests</p>		

	<p>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><u>Unit 1.1 Online Safety & Exploring Purple Mash</u> Programs – Various</p> <p><u>Unit 1.2 Grouping & Sorting</u> Program – 2DIY</p> <p><u>Unit 1.3 Pictograms</u> Program - 2count</p>	<p><u>Unit 1.4 Lego Builders</u> Program – 2DIY</p> <p><u>Unit 1.5 Maze Explorers</u> Program – 2Go</p> <p><u>Unit 1.6 Animated Story Books</u> Program – 2Create A Story</p>	<p><u>Unit 1.7 Coding</u> Program – 2Code</p> <p><u>Unit 1.8 Spreadsheets</u> Program – 2Calculate</p> <p><u>Unit 1.9 Technology outside school</u> Programs – Various</p>
History	<p><u>Significant events in history</u> 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><u>The life of a significant person</u> 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><u>The life of a significant person</u> Florence Nightingale/ Mary Seacole 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>
Geography	<p><u>Human Geography</u> Using geographical vocabulary to refer to human features of the environment.</p> <p>Identify United Kingdom, its countries, capital cities and characteristics. Use world maps, atlases and globes.</p> <p><u>Local area study</u> Learning about Lowton – landscape, human and physical features and using maps and fieldwork.</p> <p><u>Journey to school</u> Investigating familiar landscapes using simple maps and features.</p>	<p><u>Contrasting Locality</u> Study of London, maps, traffic surveys, modes of transport, human and physical features, compare and contrast.</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).</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 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 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 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> <p>Artist – Monet (1840-1926) Waterlilies, watercolours, colour mixing, collections of natural colours, exploring different paint techniques and tools</p>
<p>Design Technology</p>	<p><u>Construction – design, make and evaluate vehicles using wheels with axles.</u> - 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]</p>	<p><u>Textiles – design, make and evaluate a bag.</u> - 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</p>	<p><u>Cooking and nutrition: design, make and evaluate a fruit salad.</u> - 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</p>
<p>RE</p>	<p>1- What does it mean to belong? 2- Why do Christians celebrate Christmas?</p>	<p>1- What do Christians believe? 2- Why and how do Christians celebrate Easter?</p>	<p>1- Why do Christians love to tell stories about Jesus? 2- What does it mean to be a part of a Jewish family?</p>
<p>PSHCE</p>	<p><u>Being Me in My World</u> Understanding my place in the class, school and global community. Devising Learning Charters.</p>	<p><u>Dreams and Goals</u> Goal-setting, aspirations, working together to design and organise fundraising events.</p>	<p><u>Relationships</u> Understanding friendship, family and other relationships, conflict resolution and communication skills.</p>

	<p><u>Celebrating Difference</u> Anti-bullying and diversity work (includes cyber and homophobic bullying)</p>	<p><u>Healthy Me</u> Healthy lifestyle choices, drugs and alcohol education, self-esteem and confidence.</p>	<p><u>Changing Me</u> Looking at change, including sex and relationship education.</p>
<p>PE</p>	<p>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)</p>	<p>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)</p>	<p>Athletics (using their arms correctly when running) Rugby (attacking and defending) Sports Day practise Rounders (hitting from a tee/ fielding skills)</p>
<p>Music</p>	<p><u>Hey You!</u> Musical learning focus: How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song. <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><u>In The Groove</u> Musical learning focus: Playing/singing in different styles and learning about those styles. <u>Round And Round</u> Musical learning focus: Latin and Mixed Styles</p>	<p><u>Your Imagination</u> Musical learning focus: Compose your own lyrics. Mixed styles and listening to songs/music about using your imagination. <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) Visit/talk from our welfare staff – Mrs Jones on her favourite toy from her childhood. (link with our History topic – toys from the past) Premier Sports- Boccia and curling Anti-Bullying Week</p>	<p>Pantomime performance by Theatre Group. Trip to Manchester Science Museum (link with our DT topic on transport and Science topic on materials) Visit to Golborne Library to engage our readers in the local community and make links with our Geography topic on our local area. Arts Week – drama, musicians, artists workshops</p>	<p>History Alive workshop – enriching our topic about Florence Nightingale Gardening activities in our school garden – supporting our Science topic on plants.</p>