

Curriculum Map Year 1

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme	This is Me	Toys	Explorers	Animals	Australia	
Core Learning	English	<p>Texts studied: Bedtime for Monsters What Makes Me a Me Aaaarrrrggghhhh Spider!</p> <p>Writing outcomes: Sentence writing Using phonics to sound out words Using labels and captions, focusing on capital letters, finger spaces, and full stops, writing about my physical appearance and personality.</p>	<p>Texts studied: The Lighthouse Keeper's Lunch Pattan's Pumpkin Poems to Perform</p> <p>Writing outcomes: Using instructions, focusing on capital letters, finger spaces, and full stops, imperative verbs.</p>	<p>Texts studied: Ug: The Boy Genius of The Stone The Dark</p> <p>Writing outcomes: Writing a report on an animal, using capital letters, finger spaces, and full stop, writing our own explorer adventure story.</p>	<p>Texts studied: Farmer Duck Bats One Day On our Blue Planet The town mouse and country mouse Beegu</p> <p>Writing Outcomes: Rewriting the story, using capital letters, finger spaces, and full stops, using the suffix -ing in out writing, using adjectives, using conjunctions. Write a non-chronological report</p>	<p>Texts studied: Claude in the City Traction Man Snail and the Whale</p> <p>Writing outcomes: Write a recount of a visit. Character and setting descriptions.</p>	<p>Texts studied: Supertato Elves and the Shoemaker First Book of Poems (Shirley Hughes)</p> <p>Writing outcomes: Using adjectives, writing shared poetry, writing our own poems. Writing our own superhero stories, using capital letters, finger spaces, and capital letters. Explanation writing</p>
		<p>Spelling: Phonics Phase 5 Year 1 & 2 Spelling List Common Exception Words</p> <p>Handwriting:</p>					

	<p>Form letters correctly using a cursive style</p> <p>Grammar and punctuation: adding the suffix s to form plurals, adding the prefix un to change meaning of words, using conjunctions and, but. Use capital letters and full stops, question marks and exclamation marks.</p>		
	<p>Maths</p> <p>Geometry – Positional language including ordinal numbers</p> <p>Numbers to Ten – Finding patterns in numbers (including subitising)</p> <p>Numbers to Ten –Counting and comparison (more, less, fewer)</p> <p>Numbers to Ten –Estimating and ordering</p> <p>Numbers to Ten –Regrouping the whole</p> <p>Numbers to Ten –Part whole addition and subtraction</p> <p>Numbers to Ten – Solving problems using part or whole unknown</p> <p>Numbers to Ten – Comparison</p> <p>Numbers to Ten – Equality and Balance</p> <p>Numbers to Twenty – Making 10 and some more</p> <p>Numbers to Twenty Estimating and ordering, 1 more and 1 less</p> <p>Numbers to Twenty Doubling and halving</p> <p>Numbers to Twenty – Odd and even numbers</p> <p>Geometry – Names and Properties of 2D and 3D shape</p> <p>Fluency: Rehearsing and securing learning from reception, initially focusing on</p>	<p>Measures – The language of comparing Length, Height, Mass and Speed</p> <p>Sequencing Events – Days of the week and months of the year</p> <p>Numbers to Twenty – Adding using ‘Think 10’</p> <p>Numbers to Twenty – Subtraction using ‘Think 10’</p> <p>Numbers to Twenty – Equality and Balance</p> <p>Numbers to Twenty – Part or Whole unknown</p> <p>Numbers to Twenty – Language and problem solving (part or whole unknown)</p> <p>Numbers to Twenty – Comparison (difference, more, less, fewer) including statistics</p> <p>Measures – Coins and combinations to 20p, Ordering and Comparing Counting in 2s, 5s, 10s</p> <p>Measures – Non-standard Measures and Introducing Simple Standard Measures</p> <p>Fluency: Days of the week, months of the year, and seasons. Calculating strategies like “think 10” for addition and subtraction. For this</p>	<p>Multiplication and Division – Equal or Unequal Groups and Remainders</p> <p>Multiplication – Repeated addition and arrays (number of groups and size of group)</p> <p>Multiplication – Problem solving (identifying the number of groups and size of the group)</p> <p>Multiplication – Scaling and Counting in 2s to 24</p> <p>Division – Sharing and grouping problems</p> <p>Time – Telling the time, O’clock and Half past</p> <p>Fractions – Sharing into Equal Groups</p> <p>Fractions – Equal or unequal parts of shapes</p> <p>Fractions – Of continuous Quantities including capacity</p> <p>Numbers to 20 – Review</p> <p>Numbers to One Hundred – Place value and digits, Making Tens and some more</p> <p>Place Value – Estimation, Ordering and Comparison</p> <p>Fluency: Exploring equal and unequal groups linked to multiplication, division and fractions. Telling the time – o’clock and half past – and using the clock face to practice position and direction; quarter, half, three quarters, full turns; clockwise and anti-clockwise. The beginnings of place value, using knowledge of counting in ten and some more to regroup numbers representing</p>

		<p>numbers to 10. The main focus is number: subitising, sequencing, regrouping. Ordinal numbers rehearsed linked to positional direction. Core facts for fluency: adding, subtracting and comparing, and the language linked to these, can be introduced once taught as can the concept of equality. Finally once teen numbers are introduced, pupils will need lots of rehearsal of ten and some more in multiple representations.</p>	<p>to be successful pupils will need to be very confident at regrouping numbers to 10 flexibly. Comparing both measure and amounts. Ensuring knowledge of coin values.</p>	<p>them in a number of ways.</p>
	<p>Science</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. 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 simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Skills: perform simple tests, identifying and classifying, closely using simple equipment and making measurements and comparisons, record and communicate findings</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. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets). Skills: using their observations and ideas to raise own questions and suggest answers to questions, identifying and classifying, making comparisons. Record and communicate findings.</p>	<p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length changes. 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. Skills: gathering and recording data to help in raising own questions and answering questions, making comparisons, identifying patterns and relationships, asking simple questions recognising they can be answered in different ways. Record and communicate findings.</p>

	<p>Computing</p>	<p>Online safety and exploring purplemash: To log in safely and develop 'ownership'. To find saved work and search Purple mash. To become familiar with resources and icons. To add pictures and text to work. To explore the tools and games section. To understand the importance of logging out.</p> <p>Grouping and sorting: To sort items using a range of criteria. To sort items using the 'grouping' activities.</p> <p>Pictograms: To understand data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment.</p>	<p>Lego builders: To emphasise the importance of and follow instructions. To create instructions and consider how the order may affect the result.</p> <p>Maze Explorers: To understand and use different direction keys. To understand how to change and extend an algorithm list. To create a longer algorithm for an activity. To create and explore challenges set by other children.</p> <p>Animated story books: To be introduced to and begin creating a 2story. To continue and add animation to a story. To add a sound (voice recording or music) to the story. To work on a more complex story with backgrounds and copying and pasting. To use additional features. To share these stories.</p>	<p>Coding: To understand what coding is and create unambiguous instructions like those for a computer. To build one and two step instructions using the printable code cards. To introduce and use 2code to make a simple program. To use design mode to add and change characters and backgrounds. To use the properties table to change the look of objects. To design a scene for a program. To use code blacks to make characters move automatically when the green button is pressed. To add an additional character who moves when clicked. To use the When key and When Swiped commands. To use the stop button to make characters stop when the background is clicked. To explore a method to code interactivity between objects. To use Collision Detection to make objects perform actions. To use the sound property.</p> <p>Spreadsheets: Introduction to spreadsheets. Using pictures on spreadsheets and using the image toolbox. Use the 'speak' and 'count' tools in 2calculate.</p>
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				Technology outside school: To find types of technology used around the community. To record these examples.	
Foundation Subject / Learning Theme	History	Changes within living memory - What was Greenfields like in the past? - What was school like in the past? Compare with school today. - How do our favourite toys and games compare with those of children in the 1960s?	The lives of significant individuals in the past; significant historical events. What does it take to be a great explorer? Christopher Columbus, Neil Armstrong, Amy Johnson, Ranulph Fiennes.		What superhero characteristics do famous explorers have?
	Geography	What is the Geography of where I live? Locational knowledge – where is South Oxhey? Where is Watford? Hertfordshire? Describe the human and physical features of our local area? Use google earth to explore South Oxhey. Use maps, atlases and globes.	Locational knowledge: where did the explorers travel to? Can I locate them on a map? What are the physical and human features of these places? Create our own maps. (Animals)	Why don't penguins need to fly? Identify daily and seasonal weather patterns in the UK and Antarctica. Compare and contrast the arctic region and the North pole with Antarctica and the South pole.	Explore the seasons in the UK and compare to Australia. Locational knowledge. Use maps, atlases and globes. Similarities and differences between the UK and Australia.
	Design Technology	Design and create a pull along toy for a toddler. Make a frame for portraits. Christmas decorations.	Design and make a ship for an explorer. Printing onto the ship. Use a range of materials, choosing the most effective.		Design and create a superhero mask and cape for themselves. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
	Art	Create a self-portrait, and a family portrait. Reflect on the self-portrait and try	Use clay for 3D models of animals. Create junk model animals. Create a class zoo out of a collage.		Pop Art – Roy Lichtenstein study Express views about their own and others' work.

		again, then evaluate. Observational drawings of favourite toys. Adapt and improve our own work.	Use a variety of materials and techniques.	Use IT and computing skills for Pop art.			
	Music	<p>Hey You</p> <p>Content: Explore how pulse, rhythm and pitch work together.</p> <p>Skills: March in time with the pulse, as an animal. Copy and clap back rhythms, including names. Make up our own rhythms. Play instruments and compose a simple melody.</p>	<p>Banana Rap</p> <p>Content: Explore pulse, rhythm and pitch, rapping, dancing and singing.</p> <p>Skills: March and find the pulse, as a monkey or elephant. Copy and clap back rhythms, including names, and colours. Make up your own rhythms. Make a class performance.</p>	<p>In the Groove</p> <p>Content: Explore rhythm with different styles of music.</p> <p>Skills: What animal can you be finding the pulse. Copy and clap back rhythms, including names, and food. Make up your own rhythms. Play instruments with one of two notes. Compose a simple melody.</p>	<p>Round and round</p> <p>Content: Explore pulse, rhythm and pitch in different styles of music.</p> <p>Skills: Use your imagination to find the pulse. Copy and clap back rhythms, including names, and animals. Play instruments using up to 3 notes. Make up your own rhythms.</p>	<p>Your Imagination</p> <p>Content: What do you imagine when you hear this song?</p> <p>Skills: Find the pulse. Copy and clap back rhythms, including names. Make up our own rhythms. Play instruments with one of two notes. Compose a simple melody with two notes.</p>	<p>Reflect, Rewind and Replay</p> <p>Content: Explore classical music and identify musical language learnt across the year.</p> <p>Skills: Review of skills taught this year: finding pulse, copy and clap back, create own rhythms and compose simple melodies.</p>
		Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination.					
	Physical Education	Gym, balance and agility. Show an awareness of personal and general space. To move with some confidence,	Ball control, invasion. To move fluently, changing direction and speed easily. To use different movements, speeds,	Partner games, strike and field. To work collaboratively with a partner. To use a range of small equipment. To throw to a partner with developing			

		<p>imagination, and safety. To travel using 'caterpillar', 'monkey', and 'crab' walk. To travel in 'crawling soldier' position. Discuss safety when using apparatus.</p> <p>Dance, celebrations.</p> <p>Able to demonstrate egg shapes. Able to demonstrate actions representing a chick. Able to demonstrate sudden and explosive dynamics. Able to use different floor patterns in the space. Able to develop relationships – create an excited dance with a partner.</p> <p>Dance, animals. Able to demonstrate large and expensive shapes. Able to demonstrate swinging actions with arms. Able to demonstrate heavy and strong dynamics. Able to perform in slow motion. Able to develop relationships – canon.</p> <p>Dance, traditional tales.</p> <p>Able to demonstrate house shapes. Able to demonstrate climbing actions. Able to move with angry dynamics. Able to move to the beat of the music. Able to develop relationships –</p>	<p>and pathways. To recognise space in games. To consolidate passing and receiving. To describe and copy what others are doing.</p> <p>Throwing and catching, invasion.</p> <p>To be able to throw a ball/bean bag with accuracy. To be able to show an awareness of space. To be able to catch a ball/bean bag with some control. To observe, describe, and copy what others are doing. To work collaboratively with a partner.</p> <p>Gym, position and direction. To move from one body position to another. To perform balances on different levels. Show a clear beginning and end to shapes/sequences. To further explore the large and small apparatus. To balance on small body parts with control.</p> <p>CosmicKids yoga</p> <p>Copying and replicating yoga moves. Developing core strength.</p>	<p>accuracy. To be able to 'mirror' a partners' movements. To be able to listen and observe.</p> <p>Balance and control, net games.</p> <p>To aim and strike an object towards a set target. To balance a ball on a racket with control. To recognise and begin to use space in games. To attempt to strike a ball over and beyond a target. To attempt to 'set' a ball in the air repetitively.</p> <p>Creative play, outdoor adventure. Develop more complex fundamental movement skills. To work collaboratively within a group. To develop thinking and creativity. To develop decision making in games. To be able to work independently.</p>
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		counterbalance.			
	Personal Development	<p>Families and relationships: roles of different people; families; feeling cared for.</p> <p>Safe Relationships: recognising privacy; staying safe; seeking permission.</p> <p>Respecting ourselves and others; how behaviour affects others; being polite and respectful.</p>		<p>Belonging to a community: what rules are; caring for others' needs; looking after the environment.</p> <p>Media literacy and digital resilience: using the internet and digital devices; communicating online.</p> <p>Money and work: strengths and interests; jobs in the community.</p>	<p>Physical health and mental wellbeing: keeping healthy; food and exercise; hygiene routines; sun safety.</p> <p>Growing and changing: recognising what makes unique and special; feelings; managing when things go wrong.</p> <p>Keeping safe: How rules and age restrictions help us; keeping safe online.</p>
	Religious Education	<p><u>Identity and Belonging</u></p> <p>Notice and talk about how groups express their identity and belonging. Listen and talk to people of faith eg local vicar/minister.</p>	<p><u>Beliefs and Practices</u></p> <p>Recall and name different beliefs and practices.</p> <p>Explore stories and/or celebrations eg Diwali, Christmas</p>	<p><u>Prayer, Worship and Reflection</u></p> <p>Respond and reflect on what individuals do and why.</p> <p>Explore religious artefacts eg prayer mat(Muslim), puja tray (Hindu),</p> <p>Possible visit to a local church.</p>	<p><u>Ultimate Questions</u></p> <p>Explore questions about belonging, meaning and truth.</p> <p>Compare at least 2 creation stories.</p> <p>Where is God?</p> <p><i>(minimum of 2 religions studied over the year)</i></p>
	French	<p>Listening and experiencing language and culture from both France and Spain. Attempting basic speaking of topic words to do with food.</p> <p>Celebrating Chinese New Year.</p>		<p>Listening and experiencing language and culture from both France and Spain. Attempting basic speaking of topic words to do with numbers.</p> <p>Celebrating Easter</p>	<p>Listening and experiencing language and culture from both France and Spain.</p> <p>Attempting basic speaking of topic words to do with emotions.</p> <p>Experiencing songs and games.</p>