

Curriculum Map Year 1

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme	This is Me	My family History	People and their communities	Greatest Explorers	Animals and their Habitats	Greatest Inventions – Transport
Core Learning	English	Texts studied: Bedtime for Monsters What Makes Me a Me Aaaaarrrggghhhh Spider!	Texts studied: The Lighthouse Keeper's Lunch Pattan's Pumpkin Poems to Perform	Texts studied: Ug: The Boy Genius of The Stone The Dark	Texts studied: Farmer Duck Bats One Day On our Blue Planet The town mouse and country mouse Beegu	Texts studied: Claude in the City Traction Man Snail and the Whale	Texts studied: Supertato Elves and the Shoemaker First Book of Poems (Shirley Hughes)
		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.	Writing outcomes: Using instructions, focusing on capital letters, finger spaces, and full stops, imperative verbs.	Writing outcomes: Writing a report on an animal, using capital letters, finger spaces, and full stop, writing our own explorer adventure story.	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	Writing outcomes: Write a recount of a visit. Character and setting descriptions.	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
		Spelling: Phonics Phase 5 Year 1 & 2 Spelling List Common Exception Words					

		<p>Handwriting: 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>		
	Maths	<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:</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.</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</p>

		<p>Rehearsing and securing learning from reception, initially focusing on numbers to 10.</p> <p>The main focus is number: subitising, sequencing, regrouping. Ordinal numbers rehearsed linked to positional direction.</p> <p>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.</p> <p>Finally once teen numbers are introduced, pupils will need lots of rehearsal of ten and some more in multiple representations.</p>	<p>Calculating strategies like “think 10” for addition and subtraction. For this to be successful pupils will need to be very confident at regrouping numbers to 10 flexibly.</p> <p>Comparing both measure and amounts.</p> <p>Ensuring knowledge of coin values.</p>	<p>more to regroup numbers representing them in a number of ways.</p>
	<p>Science</p> <p>Schemes</p> <p>Switched on Science</p> <p>Kent Scheme of work.</p>	<p>Autumn 1 Who am I? 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>Autumn 2 Celebrations/ Kent Scheme 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.</p>	<p>Spring 1 Polar Adventures Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals.</p> <p>Spring 2 On Safari 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).</p> <p>Skills:</p>	<p>Summer 1 Kent scheme – seasonal Change Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length changes.</p> <p>Summer 2 Kent Scheme – plants 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>Skills:</p>

		<p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Perform simple tests • To identify and classify • Using observations to help in answering questions • Observe using simple equipment • To identify and sort different things. • To collect data and discuss gatherings. 	<ul style="list-style-type: none"> • To ask simple questions and recognise that they can be answered in different ways. • To observe closely. • To perform simple tests. • To identify and classify. • To gather and record data to help in answering questions. • To identify and classify different materials and animals. • To use their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> • Gather and record data to help in raising their 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. • Observing closely • Identifying and classifying in order to make comparisons.
	<p>Computing Scheme</p> <p>Purplemash</p>	<p>Continuous Provision skills:</p> <ul style="list-style-type: none"> • Accessing an Ipad independently • Recognising the app for the camera • Taking a picture using the iPad • Using the keys/apps, children can print their own photos. <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.</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:</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 blocks to make characters move automatically when the green button is pressed. To add an additional character who moves when clicked.</p>

		<p>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>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>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> <p>Technology outside school: To find types of technology used around the community. To record these examples.</p>
Foundation Subject / Learning Theme	<p>History</p> <p>Rising stars</p>	<p>Autumn 2</p> <p>History: My Family History</p> <p>Children will explore similarities and differences between their own lives and those of people their grandparents' age. Focuses on different topics, including homes, toys, shops and schools, and provides opportunities for classroom visitors to add to discussion and answer questions children may have.</p>	<p>Spring 2</p> <p>The Greatest Explorers</p> <p>Children will investigate the lives and journeys of five explorers from various eras. They will study an explorer from different perspectives, discussing what makes an explorer 'great', and who might not think that. Make links to recent events and identify importance of explores to us living today.</p> <p>Skills:</p>	<p>Summer 2</p> <p>Great Inventions: Transport</p> <p>Children will explore the stories of two significant events in the history of travel, and the impact they had on people's lives, back then and in the future.</p> <p>Skills: develop an awareness of the past, using common words and phrases relating to the passing of time</p>

		Skills: develop an awareness of the past <ul style="list-style-type: none"> • know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms • ask and answer questions, choosing parts of sources to show that they know and understand key features • understand some of the ways in which we find out about the past • identify different ways in which it is represented. 	know where the people they study fit within a chronological framework <ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past • identify different ways in which it is represented • ask and answer questions, choosing and using sources to show that they know and understand the key features of events • use parts of sources to show that they know and understand key features of events • use common words and phrases relating to the passing of time 	<ul style="list-style-type: none"> • know where the people and events they study fit within a chronological framework • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features • use a wide vocabulary of everyday historical terms • understand some of the ways in which we find out about the past • identify similarities and differences between ways of life in different periods.
	Geography Rising Stars	Autumn 1 Geography: Our Local Area The children will develop locational knowledge based on the view from the school and local walks. Explore how we use maps, and identifying features of our local area on maps. Recall from experiences of our local area and begin to build knowledge into creating their own maps. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Skills:	Spring 1 People and their communities Children will identify, compare and explore 4 different geographical locations including: coastal, rainforest, dry (desert) and world city locations. Understand that within a location/country, there are different ways of living and describe the physical and human geography of several different places Skills: name and locate the world's seven continents	Summer 1 Animals and their habitats Giving geographical locations to our favourite animals and identifying the needs each animal needs in their habitat (sharks, pandas, elephants). The unit also focuses the children on specific landscapes, people and issues associated with real places. Comparing habitats and observing changes within animals and habitats. Skills: name and locate the world's seven continents and five oceans

		<ul style="list-style-type: none"> • identify the significant features (landmarks) of their local area and consider viewpoints in relation to this • compare journeys and landscapes and understand near/far, often/ rarely • learn about maps, map-making and symbols. <p>use simple compass directions (North, South, East and West)</p>	<ul style="list-style-type: none"> • learn about the human and physical geography of a small area in several non-European countries • read images, maps, atlases and globes • ask and answer questions • use basic geographical vocabulary. <p>use simple compass directions (North, South, East and West)</p>	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify countries, continents and oceans • use simple fieldwork and observational skills.
	Design Technology	<p>Autumn 1 Create a model building in our local area to use in our continuous provision/small world.</p> <p>Autumn 2 Christmas decorations for someone else. Weaving and textile gluing</p> <p>Skills:</p> <ul style="list-style-type: none"> - Weaving and threading - Decision making on materials - Gluing (pva, glue stick, tape) - Researching, designing, making and evaluating our end result. - <p>Model, cut, stick, glue, scissors, weave, shape</p>	<p>Spring 1 Making dishes from around the world for a class party.</p> <p>Mixing, bowl kneading, proving, stretching, spreading, cutting</p> <p>Spring 2 Design a ship for an explorer.</p> <p>Skills:</p> <ul style="list-style-type: none"> - Basic cooking skills - Kneading and rolling - Knowledge of common cooking equipment used in our recipe - Exploring ingredients, what is suitable ingredients for our cooking. - Gluing (glue gun) 	<p>Summer 1 Creating animal figures (toys) out of clay.</p> <p>Model, shape</p> <p>Summer 2 Making a mode of transport with moving mechanism</p> <p>Skills:</p> <ul style="list-style-type: none"> - Moulding and kneading - Cross stitching clay - Problem solving - Testing and evaluating progress at given times - Assessing their product - Gluing (glue gun) - Cutting <p>cut, stick, glue, scissors,</p>
	Art	<p>Create a self-portrait, and a family portrait. Reflect on the self-portrait and try again, then evaluate.</p>	<p>Spring 1 Pop Art – Roy Lichtenstein study</p> <p>Printing based on communities around the world.</p>	<p>Summer 1</p> <p>Collaging an animal's habitat Colour, pattern, shape, glue, stick, scraps</p>

		Exploring different media through continuous provision to express ourselves and our interests. Line, straight, curve, hard, soft		Print, rub, surface repeat Spring 2 Creating a piece of art (with paint) to symbolise an explorer they have learned about Mix, smooth, swirl, dot		Summer 2 Using skills from art to support DT	
	Music	Hey You Content: Explore how pulse, rhythm and pitch work together. 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.	Banana Rap Content: Explore pulse, rhythm and pitch, rapping, dancing and singing. 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.	In the Groove Content: Explore rhythm with different styles of music. 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.	Round and round Content: Explore pulse, rhythm and pitch in different styles of music. 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.	Your Imagination Content: What do you imagine when you hear this song? 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.	Reflect, Rewind and Replay Content: Explore classical music and identify musical language learnt across the year. Skills: Review of skills taught this year: finding pulse, copy and clap back, create own rhythms and compose simple melodies.

		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	<p>Gym, balance and agility.</p> <p>Show an awareness of personal and general space. To move with some confidence, 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.</p> <p>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>Ball control, invasion.</p> <p>To move fluently, changing direction and speed easily. To use different movements, speeds, 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.</p> <p>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.</p>	<p>Partner games, strike and field.</p> <p>To work collaboratively with a partner. To use a range of small equipment. To throw to a partner with developing 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.</p> <p>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>

		Dance, traditional tales. 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 – counterbalance.	To balance on small body parts with control. CosmicKids yoga Copying and replicating yoga moves. Developing core strength.	
	Personal Development	Families and relationships: roles of different people; families; feeling cared for. Safe Relationships: recognising privacy; staying safe; seeking permission. Respecting ourselves and others; how behaviour affects others; being polite and respectful.	Belonging to a community: what rules are; caring for others' needs; looking after the environment. Media literacy and digital resilience: using the internet and digital devices; communicating online. Money and work: strengths and interests; jobs in the community.	Physical health and mental wellbeing: keeping healthy; food and exercise; hygiene routines; sun safety. Growing and changing: recognising what makes unique and special; feelings; managing when things go wrong. Keeping safe: How rules and age restrictions help us; keeping safe online.
	Religious Education	Beliefs and practices; Justice and fairness; Symbols and actions Being thankful and harvest traditions Giving to charity – Explore a Christian (or other faith) charity that focuses on justice and fairness Festivals of light – Exploring Diwali, Hannuak and Christmas Why is Christmas important to Christians?	<u>Prayer, Worship and Reflection</u> Belonging to a family and community Naming ceremonies – include a visit to a place of worship How and why do people have special ways of welcoming babies? (Baptism) Using artefacts to explore prayer and worship The Easter Story	Sources of wisdom; Human responsibility and values Ultimate questions Sacred texts: who reads them, when and why – Exploring importance of religious texts. Faith stories – What do faith stories tell us about the way people should look after each other and the world? Big Questions about God Taking responsibility - Where is God? Explore big questions in 'Why is the Sky Blue?' by Sally Grindley

				<i>(minimum of 2 religions studied over the year)</i>
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