



Year 1 Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Maths | <p>Count, read and write numbers to 20 in numerals and words</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Know that + and – are inverse operations +/- to 10</p> <p>Identify and represent numbers using concrete objects and pictorial representations including the number line</p> <p>To learn the appropriate positional language (ordinal numbers) for up to 10 positions</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$</p> <p>Place Value of tens and ones</p> <p>Describe position/ direction/movements</p> | | <p>Number Bonds within 40</p> <p>Recognise, describe and name common 2-D and 3-D shapes</p> <p>Measure and begin to record: lengths and heights</p> <p>Use comparative language +/- to 20</p> <p>Use and apply number bonds and visual representations to solve word problems</p> <p>Identify equal groupings as the first step in multiplying</p> | | <p>Count on or back in twos or tens from any number up to and across 100</p> <p>Recognise and know money</p> <p>Count in 2s and 10s from zero and make connections</p> <p>Recognise and extend simple patterns</p> <p>Count, read and write numbers to 100 in numerals and 1-20 in words</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays</p> <p>Language of time and associated sequencing</p> <p>Recognise, find & name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a half and quarter Tell the time to the hour, half past, and quarter past/to the hour</p> <p>Measure and begin to record: mass/weight; capacity and volume; time</p> | |

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| Priority is given to mental arithmetic, problem solving and reasoning throughout the academic year. | | | | | | |
| English | <p>Recounts</p> <p>Parts by Tedd Arnold (Fiction - Entertain/Inform)</p> <p>I Like to Put Food in My Welly by Joan Sweeney (Fiction - Poetry/Rhyme)</p> | <p>Percy the Park Keeper: The Rescue Party by Nick Butterworth (Fiction Narrative)</p> <p>Percy's Friends The Rabbits by Nick Butterworth (Fiction - Narrative)</p> <p>Instructions & Recounts</p> | <p>Flip Flap Dinosaurs by Axel Scheffler (Fiction - Poetry/Non-chronological reports)</p> <p>Dinosaur A to Z by Dustin Growick (Non-fiction - Information Text/Non-chronological report)</p> | <p>The Queen's Knickers by Nicholas Allan (Fiction - Narrative)</p> <p>The Big Book of the UK by Imogen Russell Williams (Non-fiction - Non-chronological report)</p> | <p>See Inside Castles by Katie Daynes (Non-fiction - Information Text/Non-chronological report)</p> <p>Cinderella (Fiction - Narrative)</p> | <p>Seaside Holidays Then & Now by Clare Hibbert (Non-fiction - Information Text/Non-chronological report)</p> |
| | Comprehension skills and spelling are taught throughout the year within English lessons and guided reading sessions alongside Accelerated Reader. Spelling, punctuation and grammar skills are embedded in English lessons throughout the year. See here for further information. | | | | | |
| Wider Curriculum | <p>Marvellous Me! (Science Focus – Animals Including Humans)</p> <p>In this topic children will celebrate diversity and individuality through learning all about themselves. They will learn to identify and describe a range of body parts, including major organs and find out how they</p> | <p>Park Life (Geography Focus – Human & Physical and Science Focus - Seasonal Changes & Animals)</p> <p>Through a series of lively activities children will build upon their knowledge of parks in their local area. They will explore features of parks and develop their</p> | <p>Dinosaur Detectives (Geography – Human & Physical and Science Focus – Seasonal Changes & Animals)</p> <p>As a <i>detective</i>, students will learn all about beasts that have either roamed our planet or our imaginations. Whilst initially</p> | <p>Rule Britannia! (History Focus - Significant Individuals)</p> <p>As guests at The Queen's Birthday Tea Party the pupils will be introduced to the life of Queen Elizabeth II. As they progress through the term they will explore the United Kingdom by visiting</p> | <p>Castle Capers (History Focus - Significant Individuals)</p> <p>As a <i>member of the castle household</i> pupils will learn all about castles and castle life under the rule of William the Conqueror. They will learn about different castles and main parts of a castle. Whilst</p> | <p>Beside the Seaside (Geography/Science Focus)</p> <p>In this topic children will explore several aspects of life 'Beside the Seaside'. They will 'dip their toes' into life then and now before embarking on a visit to the seaside, to explore human and physical features and to find out what lives beside the seaside. Their knowledge will</p> |

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| | <p>work. They will learn to name, explore and compare their 5 senses. There will be a big focus on portrait painting. The children will deepen their focus on facial features by compare the work of different portrait artists. They will use the style of Keith Haring to help them create and label life-size puzzle of their bodies. The children will then challenge each other to complete the puzzles!</p> | <p>geographical skills. Children will make a park model and present their research and findings in a park exhibition!</p> | <p>focusing on dinosaurs, they will also step into the shoes of Mary Anning to see how she discovered more about life at this time from fossils unearthed and become paleontologists themselves. Following this, the children will test their imagination by creating their own marvellous, mythical creature and create a habitat for their beast.</p> | <p>England, Scotland, Wales and Northern Ireland (learning about historical figures, Saints' days, flags and flowers, language and capital cities in each). Along the way they will begin to make comparisons between different aspects of UK life, including food. This pupils will then make preparations for showcasing knowledge of one of the countries through their group entry to Britain's Got Talent!</p> | <p>focusing on castle life the children will adopt their chosen household role and make comparisons with the role of other members of the castle. The children will build on their acquired knowledge of castle life to make food and entertainment preparations for a castle banquet.</p> | <p>be deepened through researching a UK seaside resort. Before they leave they will take part in puppet shows to showcase their learning.</p> |
| Art | <p>Self-Portrait</p> <p>Create a self-portrait to communicate ideas about oneself.</p> <p>Skills:</p> <p>Drawing, painting, observation, composition, mark-making, colour & shape recognition</p> | <p>Investigating Materials</p> <p>Investigate the qualities of a variety of materials, both natural and man-made, and experiment with different ways of using them. Use this knowledge to create finished pieces.</p> <p>Skills:</p> | | <p>Investigating Texture through Sculpture</p> <p>Investigate the sensory qualities of a variety of materials, both natural and man-made, and experiment with different ways of using them. Use this knowledge to create finished sculptural pieces.</p> <p>Skills:</p> | | |

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| | and understanding of scale. | | Exploration & manipulation of materials, collaboration, observation, composition, shape recognition and creation. | | Sensory exploration & manipulation of materials, collaboration, observation, composition, shape, form and sculpting. | |
| RE | <p>Creation Story</p> <p>Key Question:</p> <p>Does God want Christians to look after the world?</p> | <p>Christmas</p> <p>Key Question:</p> <p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> | <p>Jesus as a Friend</p> <p>Key Question:</p> <p>Was it always easy for Jesus to show friendship?</p> | <p>Easter – Palm Sunday</p> <p>Key Question:</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> | <p>Shabbat</p> <p>Key Question:</p> <p>Is Shabbat important to Jewish children?</p> | <p>Rosh Hashanah & Yom Kippur</p> <p>Key Question:</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> |
| PSHE | <p>Me & My Relationships</p> <p>Link to detailed scheme of work here</p> | <p>Rights & Responsibilities</p> <p>Link to detailed scheme of work here</p> | <p>Valuing Difference</p> <p>Link to detailed scheme of work here</p> | <p>Being My Best</p> <p>Link to detailed scheme of work here</p> | <p>Keeping Myself Safe</p> <p>Link to detailed scheme of work here</p> | <p>Growing & Changing</p> <p>Link to detailed scheme of work here</p> |
| MFL | <p>Practise numbers up to 20.</p> <p>Ask someone how he/she is feeling.</p> <p>Say you are well/unwell.</p> <p>Identify and recall parts of the face and body.</p> <p>Name some family members</p> <p>Understand how to use "mon" and "ma" correctly depending on genders.</p> <p>Identify some words related to parks and their play equipment.</p> <p>Understand how to ask where things are.</p> <p>Say what is in the park using "there is".</p> <p>Talk about what is in the park (animals and</p> | | <p>Talk about the New Year</p> <p>Reinforce numbers up to 20</p> <p>Practise the key questions about name, age and place of residence.</p> <p>Understand some details about our dinosaurs: name, age and where they live.</p> <p>Identify and recall colours in French.</p> <p>Talk about what dinosaurs eat.</p> <p>Identify and name various parts of a dinosaur's body.</p> <p>Recognise and recall the key words in the Little Red Riding Hood.</p> | | <p>Count up to 20.</p> <p>Name some people who live in a castle (royals).</p> <p>Recall various "learner-friendly" foods and drinks for a banquet or picnic.</p> <p>Ask someone if they would like a particular food/drink.</p> <p>Say you would like a particular food or drink.</p> <p>Recognise and name some fruits.</p> <p>Ask somebody if they like a particular fruit.</p> <p>Express simple opinions.</p> <p>Identify some words for classroom objects and equipment.</p> | |

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| | vegetation). Talk about Christmas and identify some Christmas related vocabulary. | Revise some members of the family and parts of the body. Identify some words for clothes. Say what colour a particular item of clothing is. Talk about Easter and identify some Easter related vocabulary | Ask where things are and respond. Say what is / isn't in the classroom. Ask for something. Respond to simple classroom instructions. | | | |
| Computing | <p>Using Technology: Assembling and formatting text</p> <p>Information around us (Sound)</p> <p>Programming and Control: using basic apps and programs</p> <p>Creating and Publishing: Work related to class topic 'Marvellous Me'</p> <p>Online safety : Ongoing</p> | <p>Programming and Control: using basic apps and programs eg. Sphero</p> <p>Creating and Publishing: Introduce DTP</p> <p>Work related to class topic of, 'Park Life'</p> <p>Online safety : Ongoing</p> | <p>Programming and Control: Understanding instructions and making things happen (BeeBots/Roamer)</p> <p>Work related to class topic of 'Dinosaur Detectives'</p> <p>Online safety : Ongoing</p> | <p>Using Data: The information around us Representing info graphically</p> <p>Software: Purple Mash</p> <p>Work related to class topic of 'Rule Britannia'</p> <p>Online safety : Ongoing</p> | <p>Creating and Publishing: Drawing and painting.</p> <p>Using Technology: Using a camera (iPad)</p> <p>Work related to class topic of 'Castle Capers'</p> <p>Online safety : Ongoing</p> | <p>Programming and Control: Understanding instructions and making things happen (BeeBots/Roamer)</p> <p>Work related to class topic of 'Beside the Seaside'</p> <p>Online safety : Ongoing</p> |
| Music | <p>Pitch and Pulse</p> <p>Listen to and talk about the tempo and pitch of music both live and recorded</p> <p>Learn about relationship between size and</p> | <p>Long and Short, Timbre</p> <p>Listen with concentration and discuss the timbre and duration patterns of live and recorded music</p> | <p>Loud and Quiet, Patterns (Structures)</p> <p>Play a range of instruments and sing expressively by controlling volume carefully</p> <p>Play and sing by copying, improvising and from</p> | | | |

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| | <p>pitch in instruments</p> <p>Begin to move, sing and play within the pulse in dance and instrumental accompaniments</p> <p>Learn to sing with increasing control of pitch, pulse and rhythm</p> <p>Learn to perform confidently and expressively in front of an audience</p> <p>Link to topic: listening skills, body percussion and vocal sounds (Marvellous Me)</p> | <p>Explore and describe body percussion sounds and a range of instrumental sounds, playing musically and creatively</p> <p>Learn some names of key instruments</p> <p>Create, notate and perform patterns of long and short sounds</p> <p>Link to topics: Dinosaur songs and composition (Dinosaur Detectives); British folk songs and a royal march (Rule Britannia)</p> | <p>simple notation</p> <p>Listen with concentration and understanding to a wider range of high-quality live and recorded music</p> <p>Select and combine patterns of sound in simple structures</p> <p>Link to topics: Castle songs and word pattern activity, music for the banquet (Castle Capers); seaside songs, listening and composition (Beside the Seaside)</p> |
| Sport | <p><u>Hockey</u>: dribbling, receiving and sending the ball.</p> <p><u>Football</u>: dribbling, receiving and passing the ball</p> <p><u>Dance</u>: music and movement, gesture and stillness, travel, jump, turn</p> <p><u>Swimming</u>: water safety, water entry, stroke development focusing on technique</p> <p><u>Climbing</u>: All</p> | <p><u>Rugby</u>: carrying, passing and receiving the ball</p> <p><u>Ball Skills</u>: rolling, throwing, receiving, catching and bouncing, as individuals and in small games</p> <p><u>Gym</u>: movement and directions. Use of small apparatus.</p> <p><u>Swimming</u>: water confidence, aquatic skills, stroke development, sculling</p> | <p><u>Starting games</u>: bowling, catching, aiming and fielding incorporating aspects of cricket, tennis</p> <p><u>Athletics</u>: running, jumping, throwing</p> <p><u>Swimming</u>: races, distances, stroke development</p> |