

## Year 1 Curriculum Map 2019-2020

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English	<p><i>Throughout the year, children will practise reading and write texts in their daily phonics groups, weekly tests will focus on spelling high frequency words and common exception words, and children will take books home each evening to read to parents. Children will be expected to use capital letters, finger spaces and full stops. Retelling stories using actions to help this.</i></p>	<p>We will practise reading with expression, and taking account of punctuation to improve fluency. Children will be asked to record their work in writing in several areas of the curriculum (with help).</p>	<p>Children will be expected to spell <i>regular</i> high frequency words by themselves and use some full stops, capital letters, and 'finger spaces' between words when they write. They will practise reading a range of fiction and non-fiction books, and talk and answer questions about what they have read.</p>	<p>Children will improve their writing by adding appropriate adjectives/ connectives and making correct or plausible attempts at spelling <i>more difficult</i> words. Most children will be expected to read simple texts quite fluently on sight (i.e. without having to 'build' words phonetically).</p>	<p>Children will be expected to attempt to record their work (in writing) in most areas of the curriculum with a minimum of help, and to write fiction and non-fiction texts independently.</p>	<p>All Year One children will take a statutory <i>Phonics</i> test this half term to assess their reading ability. They will also be expected to attempt longer pieces of writing in preparation for their SATs next Summer.</p>
Mathematics	<p>Counting up to 30 and back. Find bonds that make 4,5,6 &amp; 10 - create number sentences. Double numbers 1 to 5. Find one more one less. 2D shape recognition Read &amp; write number and number names to</p>	<p>Children will - make 'teen' numbers; use and understand ordinal numbers (e.g. 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc) Revise bonds 5-10 Find pairs that make 7. Add and subtract using knowledge of</p>	<p>Numbers to 100 - say the number one more or one less. Locate &amp; write 2 digit numbers understand as tens and ones. 3D shape recognition &amp; properties. Name days of the week, months of the year &amp; seasons.</p>	<p>Count objects in 5s &amp; 10s e.g. 5 lots of 2. Find half, quarters of shapes. Know that two halves equals a whole. Doubles to 10. Find pairs to make 20. Time - days, hours. Tell the time - o'clock, half past.</p>	<p>Children will - Add/subtract 1 or 10 from given numbers; add coins; match equivalent amounts of money made with different coins; order numbers to 100; partition numbers into tens and ones; add 2 or 3 numbers (with a</p>	<p>Children will - identify odd and even numbers; complete number sequences and patterns; multiply by 2, 5 and 10; double and halve numbers; recognise o'clock, half past and quarter past the hour on a clock; know number bonds to</p>

	20. Compare & order Estimating objects.	number bonds; describe position and direction; measure lengths and heights; Add 1, 2 & 3 by counting on. Recognise coins and value to £2.	Revise bonds 5,6,7 & 10. Doubles to 6. Further subtraction and addition Word problems. Count in 2s, 5s & 10s.	Measuring using uniform units (cubes, rulers) Locate 2 digit numbers on a 100 square. Make 2 digit numbers Find 1 more or 1 less than any number to 100. Find 10 more & 10 less.	total up to 20); explore weight and capacity; halve numbers to 12.	10 instantly; give change; add and subtract.
Science	<p><b>The below subjects are taught in BLOCK throughout the year.</b></p> <p>Plants &amp; Seasons. Identify plants and trees, plant a bean and observe over a period of time, Identify and use the senses.</p> <p>Senses Identify and describe how we use our senses</p> <p>Materials Identify and name everyday materials. Identify and compare the suitability of a variety of everyday materials.</p> <p>Animals &amp; Humans 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. Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Plants Observe how seeds and bulbs grow into mature plants.</p> <p>Animals &amp; Humans Describe the importance (for humans) of exercise, eating the right amounts of different types of food, and hygiene. Identify, name, draw, label basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Seasons Autumn, Winter, Spring Summer Weather - how the day length varies (throughout the year)</p>					

Computing	Cyber Safety Grouping & Sorting	Pictograms Lego Builders	Maze Explorers Animated Stories	Early stages of coding using beebots.	Coding Spreadsheets	Technology Outside of School
History	<p><b>The below subjects are taught in BLOCK throughout the year.</b></p> <p>Changes within living memory I'm making History! Chronology, knowledge of recent past. My timeline, family history, investigating Christmas now and in the past Bonfire Night Remembrance Day</p> <p>Changes within living memory, places in locality History detectives - spot the differences! Primary sources, local history enquiry, castles, then and now.</p> <p><b>King &amp; King</b></p> <p>Significant individuals in the past Who has helped make History? Beatrix Potter, rural life, looking at how she made an impact.</p>					
Geography	<p><b>The below subjects are taught in BLOCK throughout the year.</b></p> <p>What is my place like? My Geography, Home &amp; School, Focus: Fieldwork and observational skills, basic maps.</p> <p>What can I find?&gt; Me and my corner of the world, local area, Focus: Fieldwork and observational skills, basic maps, use and labelling of photographs, geographical language.</p> <p>What is our country like? Me and my UK. UK countries, capital seas. Focus: map skills, photograph use, basic atlas introduction</p> <p><b>Flags - Different people, countries &amp; representations</b></p>					
Art	<p>Henri Rosseau - Study 'The surprised tiger' painting. Observational drawings, collage artwork, portraits and landscapes.</p> <p>Sculptures - Paper art, different textures, printing, papermache.</p> <p>Animal Art - African animals, puppets, patterns and printing</p> <p><b>Aboriginal artwork</b></p>					
DT	Control - design and make a moving picture.		Structures - design and make a model house or		Food - design and make a fruit picture.	

			shoobox room.			
RE	<p>What can we learn about Christianity? Introducing features of a church &amp; worship Harvest Festival Understanding where crops come from and why we give thanks. Jewish home life (Shabbat) and celebrations (Sukkot/Hanukkah); find out why gifts are given at Christmas.</p>	<p>Why are gifts given at Christmas? Christmas story - Nativity</p>	<p>Why is Jesus special to Christians? Introducing beliefs and stories about Jesus: Belief, Authority</p> <p>Celebrating religions/differences</p>	Easter Story	<p>Buddhists - Inform of their religion Find out why the Buddha is important to Buddhists</p>	Find out why the Buddha left home.
PHSCE	<p>Meet the Go-Givers  Everybody, Somebody, Anybody, Nobody  Love - Daddy Papa &amp; Me</p>	<p>Litter: The Picnic  Rules: You Can't Do That Here!</p>	<p>Expedition to Planet Blueball  The Selfish Little Red Hen</p>	<p>Please Help Mitali Get Better Soon  Different types of families - Donovan's big day</p>	<p>Disability: Stairs Caring for Pets</p>	<p>Save our Jack  Exploring Our Community  Go-Givers Bear Hunt</p>
PE	<p>Real PE Unit 1  Games - P1/L1 Ten Point Hoops</p>	<p>Real PE Unit 2  Gymnastics - P1/L1 Making Shapes</p>	<p>Real PE Unit 3  Dance - P1/L1 Moving Along</p>	<p>Real PE Unit 4  Athletics - P1/L1 Honey Pot</p>	<p>Real PE Unit 5  Athletics - P1/L1 Colour Match</p>	<p>Real PE Unit 6  Athletics - L1/2 Furthest Five</p>
Music	<p>Listen and sing.  Charanga Hey You!</p>	<p>Charanga Rhythm in the way we walk</p>	<p>Charanga In the Groove  King &amp; King Song</p>	<p>Charanga Round &amp; Round</p>	<p>Charanga Your imagination</p>	<p>Charanga Reflect, Rewind &amp; Play</p>