

YEAR 1 CURRICULUM MAP 23-24

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English					
Core text: Leaf Man Grammar context: linking from rec. clauses and simple sentences. Extended writing: sentences, retelling, poetry Link with science - seasons	Core text: The Jolly Postman Grammar context: clauses and simple sentences. Capitals for names (linking from Rec) Extended writing: sentences, letters, poetry Link with DT – making sliders	Core text: Fatou, Fetch the water by Neil Griffith s, time words, plural 's, Extended writing: Story writing, poetry. Sentence structure- using and/because Story writing- sequencing events (Rec) time words, sentence starters	Core text: The Gingerbread man Grammar context: linking sentences using 'and', prefixes, exclamation and question marks Extended writing: Repeated patterns. Story writing- sequencing events, time words, sentence starters	Core text: Frogs Link with science – animal groups Grammar context: linking sentences using 'because' Extended writing: Instruction writing, information writing -Making a leaflet -titles/ headings - writing poems	Core text: Beegu (Zog) Grammar context: add suffix er, est, ed, ing. Plurals s and es Extended writing: Story writing, Instructions chronological order. Building on instructions from summer 1. Imperative verbs. Links with art- using clay
Maths					
(White Rose scheme of learning; all topics include recap from previous years)					
Number: Place value (within 10) Number: Addition and subtraction (within 10).	Number: Addition and subtraction (within 10). Geometry: shape Number: Place value (within 20)	Consolidation Number: Addition and subtraction (within 20) Number: Place value (within 50)	Number: Addition and subtraction (within 20) Measurement: length and height Measurement: weight and volume Consolidation	Consolidation Number: Multiplication and division Number: Fractions	Geometry: Position and direction Number: Place value (within 100) Measurement: money Measurement: time
SCIENCE					
Seasons- building from Reception on observing and scientific language. Looking at change each term Working scientifically Developing predicting, observing, questioning,	Animals including humans Naming parts of the human body Naming senses and body parts linked to them Observations in nature	Seasons- building from Reception on observing and scientific language. Looking at change each term Materials and their properties-everyday materials building from	Materials and their properties-everyday materials building from vocabulary in Reception and Autumn term Applying prior knowledge The properties of materials	Seasons -building on Autumn and Spring lessons. Looking at change each term Animals including humans Naming and describing the features of the 5 groups of animals e.g. feathers, scales,	Seasons -building on Autumn and Spring lessons. Looking at change each term Plants

testing and recording skills Science Challenges: Crest Star Awards Link to core text – Leaf Man	Investigating senses Senses walks	vocabulary in Reception Sorting, naming and describing the properties of different materials Developing vocabulary	and their uses Investigating different properties and making conclusions Evaluating	hair Developing vocabulary from Reception Omnivore, herbivore, carnivore	Developing vocabulary from Reception
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GEOGRAPHY

	Fieldwork To understand that the human and physical Geography in the UK is different. Use simple fieldwork, observational and mapping skills to study the geography of their school and its grounds. Build on from Reception		Town, cities and villages Know the main differences between city, town and village Know the names of the 4 countries that make up the UK & name the three main seas that surround the UK. Know and locate the 4 capital cities of the UK Countries Build from Reception		Weather and Climate Identify seasonal & daily weather patterns Identify hot & cold areas of the world in relation to Equator & North & South Poles. Animals in the Arctic, Antarctic and in the desert. What's the weather? Seasons. What about in other parts of the UK?
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HISTORY

Life of significant people – Artic explorers Scott of the Antarctic Matthew Henson Felicity Aston Know that Captain Scott was a famous explorer who led two expeditions to the South Pole and his diary tells us what happened. Know that Matthew Henson was a black American Explorer and Felicity Aston was the first woman to ski across the Antarctic with no help.		Toys Building from knowledge in reception Know that the toys their grandparents played with were different to their own Organise a number of artefacts by age Know what a number of older objects were used for Link with materials – Science in Autumn 2		Schools Know the main differences between their school days and Victorian school days. Know that children's lives today are very different to those of children a long time ago. Build on from Reception, Victorian schools	
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RE

<p>Beliefs and practises Justice and fairness</p> <p>To express thankfulness for the world around us Why should we care for other people? How Harvest Festival helps Christians show thanks to God How Sukkot helps Jews show thanks to God Being thankful and harvest traditions</p>	<p>Symbols and actions</p> <p>To explain how light and darkness make us feel. Explore symbol of light and look at similarities in the different festivals of light – Christmas, Hanukkah, Diwali</p>	<p>Identity and belonging Prayer reflection & worship</p> <p>Understand what it means to belong to a family and community To know what happens at a naming ceremony and a baptism Understand how Christians and Muslims welcome babies. Link with PSHE - Relationships</p>	<p>Sources of Wisdom</p> <p>Sacred Texts who reads them and why? eg Bible, Torah, Qur’an To discuss how people should look after each other Using faith stories – The Good Samaritan Discuss why Christians celebrate Easter</p>	<p>Prayer worship & reflection</p> <p>Know how Christian and Muslim artefacts are used in prayer and worship</p>	<p>Ultimate questions Human responsibility</p> <p>Discuss big questions eg Who or what is God? How do we know what is right and wrong? Who am I? To discuss who is responsible for looking after the world Why is it important to look after our world?</p>
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ART

<p><u>MARK MAKING</u></p> <p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints to represent objects in lines and explore the marks they make. Look at mark making focusing on the artists Seurat, Van Gogh and Elizabeth Catlett Know how to use pencils to create lines of different thicknesses in drawings Know that the pressure you put on a pencil determines the intensity of colour that is produced</p> <p>Build on from Reception Know how to hold a pencil correctly</p>	<p><u>PRINTING</u></p> <p>Make marks in print using found objects and basic tools and use these to create repeating patterns. Create rubbings from images. Consider which mediums rub the best. Artists - Indian block printing artists.</p>	<p><u>SCULPTURE</u></p> <p>Develop understanding of shape, form, texture and the sensory qualities of materials in sculpture. Know how to join two materials together – use of clay. Artists – Henry Moore and Barbara Hepworth Make an alien using clay linked to Beegu</p> <p><u>PAINTING & COLOUR THEORY</u></p> <p>Know the names of the primary and secondary colours. Mix colours. Introduce the difference between thick and thin brushes and when best to use them. Artists – Peju Alatise and Picasso (focus on their use of colour) Build on from Reception Colour wheel/colour mixing</p>
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D&T

	<p>Mechanisms – slider Design a product which moves Explain to someone else how to make their product and design a simple plan before making Use own ideas to make a product which moves Choose appropriate resources and tools Describe how something works Look at and choose from appropriate products Link to English core text The Jolly Postman</p>		<p>Food – fruit salad (preparing fruit and veg) Know how to cut food safely Understand the difference between healthy and unhealthy foods Understand where food comes from Link to Healthy me PSHE Link to fractions (halving and quartering)</p>	<p>Structure – freestanding Use own ideas to make a freestanding structure Choose appropriate resources and tools Plan and make their own model How can they make it stronger and more stable? Evaluate what works well and not so well in the model they have made</p>
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PE

GetSet4PE scheme of learning

Fundamentals	Ball Skills link to previous units	Yoga link to mindfulness	Fitness	Athletics	Target Games
Gymnastics	Dance	Sending and receiving	Invasion	Net and wall	Striking and fielding

COMPUTING

Teach computing scheme of work

<p><u>E safety - Self-image and identity</u></p> <p>Technology Around us</p> <p>To include logging in / off</p> <ol style="list-style-type: none"> 1. Know what ‘technology’ is and give examples of technology in the classroom 2. Name the main parts of a computer 3. Know how to use a mouse in different ways. 4. Use a keyboard to type on a computer. 	<p><u>E safety - Online relationships Online bullying (linked to anti-bullying week)</u></p> <p>Digital Writing (Using google docs)</p> <ol style="list-style-type: none"> 1. Use a computer to write 2. Add and remove text on a computer 3. Know how to change the look of text 4. Make careful choice when changing text 5. Explain why I chose the 	<p><u>E safety - Online reputation</u></p> <p>Moving a Robot</p> <ol style="list-style-type: none"> 1. Explain what a given command will do. 2. Know the language used to give directions 3. Explain how commands can be combined to make a sequence (forwards and backwards) 4. Experiment with ‘turn’ and ‘move’ commands to move a robot. 5. Create a simple program 	<p><u>E safety - Managing online information</u></p> <p>Creating Media –Digital Painting (Using Paintz (paintz.app))</p> <ol style="list-style-type: none"> 1. Describe what different free-hand tools do 2. Know how to use the shape and line tool 3. Choose appropriate shapes and colours to create a picture in the style of an artist. 4. Explain why I chose the 	<p><u>E safety - Privacy and security</u></p> <p>Programming animations</p> <ol style="list-style-type: none"> 1. Choose a command for a given purpose (move a sprite) 2. Explain how a series of commands can be joined together 3. Identify the effect of changing a value. 4. Know how to add and delete Sprites in Scratch Junior. 	<p><u>E safety - Copyright and ownership</u></p> <p>Data and information – Grouping data</p> <ol style="list-style-type: none"> 1. Sort objects into a labelled group. 2. Group and count objects. 3. Describe objects in different ways. 4. Know how to classify objects based on their properties. 5. Compare groups of objects.
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<p>5. Use the keyboard to edit text (using the arrow keys to move the cursor). 6. Know how to use a computer safely.</p>	<p>tools I used 6. Compare typing on a computer to writing on paper.</p>	<p>e.g. sequence of instructions for a floor robot (and debug if required). 6. Know that there is sometimes more than one way to solve a problem.</p>	<p>tools I used 5. Use a computer independently to paint a picture. 6. Compare painting a picture on a computer and on paper.</p>	<p>5. Know what algorithms are and how to create an algorithm for each sprite. 6. Understand the sequence of algorithm is important</p>	<p>6. To answer questions about groups of objects</p>
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MFL

Language Angels scheme of learning

<p>Know how to say simple words/phrases including:</p> <ul style="list-style-type: none"> ➤ Hello and goodbye. ➤ Introduce their name and ask somebody their name. <p>Understand gender via the indefinite article and first person singular of the verb 'to be' .</p> <p>Key words/phrases: Un / Una</p> <p>Key words/phrases: ¡Hola! ¡Adiós! Yo me llamo... ¿Cómo te llamas?</p>	<p>With support:</p> <ul style="list-style-type: none"> ● Recognise and read aloud the written form of numbers 1-10. <p>With support, write familiar simple words</p> <p>Including:</p> <ul style="list-style-type: none"> ● Numbers 1-10. ● Count numbers 1-10 <p>Key words numbers: Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve , diez</p> <p>Yes and no</p>	<p>Know how to say simple words/phrases including:</p> <ul style="list-style-type: none"> ➤ Hello and goodbye. ➤ Introduce their name and ask somebody their name. <p>Understand gender via the indefinite article and first person singular of the verb 'to be' .</p> <p>Key words/phrases: Un / Una</p> <p>Key words/phrases: ¡Hola! ¡Adiós! Yo me llamo... ¿Cómo te llamas?</p>	<p>With support:</p> <ul style="list-style-type: none"> ● Recognise and read aloud the written form of numbers 1-10. <p>With support, write familiar simple words</p> <p>Including:</p> <ul style="list-style-type: none"> ● Numbers 1-10. ● Count numbers 1-10 <p>Key words numbers: Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve , diez</p> <p>Yes and no</p>	<p>Know how to say simple words/phrases including:</p> <ul style="list-style-type: none"> ➤ Hello and goodbye. ➤ Introduce their name and ask somebody their name. <p>Understand gender via the indefinite article and first person singular of the verb 'to be' .</p> <p>Key words/phrases: Un / Una</p> <p>Key words/phrases: ¡Hola! ¡Adiós! Yo me llamo... ¿Cómo te llamas?</p>	<p>With support:</p> <ul style="list-style-type: none"> ● Recognise and read aloud the written form of numbers 1-10. <p>With support, write familiar simple words</p> <p>Including:</p> <ul style="list-style-type: none"> ● Numbers 1-10. ● Count numbers 1-10 <p>Key words numbers: Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve , diez</p> <p>Yes and no</p>
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MUSIC

Music express scheme of work

<p>Unit 6 – Music Express Seasons Identifying changes in pitch and responding to them with movement Contrasting changes in pitch with changes in dynamics (volume)</p>	<p>Unit 5 – Music Express Machines Playing and maintaining a steady beat Sequencing sounds</p>	<p>Unit 10 – Music Express Our bodies Performing a steady beat at two different speeds (tempi) Responding to change of mood in a piece of music with a slow and fast steady beat</p>	<p>Unit 7 – Music Express our school Exploring different sound sources and materials</p>	<p>Unit 3 – Music Express animals Understanding pitch, and making high and low vocal sounds Relating pitch to high and low body posture</p>	<p>Unit 4 – Music Express Weather Exploring and controlling dynamics (volume), duration and timbre with voices, body percussion and instruments</p>
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PSHE

Jigsaw scheme of work

<p>Being me in my world Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p>Celebrating differences Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone Link with RE</p>	<p>Dreams and goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>	<p>Healthy me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness Link with D&T – food, link with PE</p>	<p>Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships Link with RE</p>	<p>Changing me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition Link with English – core text from summer 1 (Growing frogs)</p>
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