

Year 1 Curriculum Map – Terms 1 & 2

READING		WRITING
<p>The Year 1 Word Reading and Comprehension National Curriculum statements are taught across all terms in Year 1, through the study, retelling and/or performance of progressive texts of varying genres (poetry, non-fiction, fiction).</p>		<p>GENRES: To entertain: Recount, Traditional tale, Narrative, Setting description, poetry To inform: Instructions, Postcard, Letter</p>
VOCABULARY, GRAMMAR AND PUNCTUATION	SPELLING – Little Wandle	
<ul style="list-style-type: none"> Combine words to make sentences Capital letter for the pronoun I Using 'and' to join words and clauses Capital letters (sentence punctuation) Full stops <p>Terminology pupils must know: letter, capital letter, full stop, word</p>	<p>TERM 1: Review Phase 3 GPCs: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, air, er, s, -es, words with two or more digraphs e.g. queen, thicker. Phase 4: CVCC, CCVC, CCVCC and CCCVC, words with long vowel sounds Phase 5: /ay/ ay, play; /ow/ ou, cloud; /oi/ oy, toy; /ee/ ea, each</p> <p>Tricky words: put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure, pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today</p>	<p>TERM 2: /ur/ ir, bird; /igh/ ie, pie; /oo/ /yoo/ ue, blue, rescue; /yoo/ u, unicorn /oa/ o, go; /igh/ i, tiger; /ai/ a, paper; /ee/ e, he /ai/ a-e, shake; /igh/ i-e, time; /oa/ o-e, home; /oo/ /yoo/ u-e, rude, cute; /ee/ e-e, these; /oo/ /yoo/ ew, chew, new; /ee/ ie, shield; /or/ aw, claw</p> <p>Recap sounds covered: /igh/ ie, i, i-e; /ai/ ay, a, a-e; /oa/ oa, o, o-e; /ee/ e, ie, e-e, ea; /oo/ /yoo/ ew, u-e, u, ue</p> <p>Tricky words: their, people, oh, you, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want</p>
MATHS	RE	
<p>Number and place value</p> <ul style="list-style-type: none"> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least Given a number, identify one more and one less <p>Addition and subtraction</p> <ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20 Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$ Add and subtract 1-digit numbers and 2-digit numbers to 20, including 0 <p>Geometry – properties of shape</p> <ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes (for example, cuboids (including cubes), pyramids and spheres) 	<p>TERM 1: CHRISTIANITY – GOD What do Christians believe that God is like?</p> <ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving father Give clear, simple accounts of what the story means to Christians Understand that Christians show their belief in God as loving and forgiving by saying sorry, by forgiving others Give examples of how Christians put their beliefs into practice in worship e.g. by saying sorry to God <p>TERM 2: CHRISTIANITY – INCARNATION Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus' birth and why Jesus is important to Christians Recognise that stories of Jesus' life come from the Gospels Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas Decide what they personally have to be thankful for at Christmas time 	

Year 1 Curriculum Map – Terms 1 & 2

SCIENCE	HISTORY	GEOGRAPHY
<p>TERM 1 and 2: Everyday Materials</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, 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 <p>Significant people – Charles Macintosh and Charlotte McCurdy</p> <p>TERMLY: Seasonal change</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies <p>Significant people – Robert Fitzroy and Carol Kirkwood</p>	<p>TERM 2: TRANSPORT</p> <p>How have cars changed in the last 100 years? Why don't we still use steam trains for travel today? Who were the Wright brother and why do we remember them? How have changes in transport affected our lives today?</p> <p>GOLDEN THREADS: Exploration and invention</p>	<p>N/A</p>
PE		
<p>TERM 1:</p> <p>TAG RUGBY</p> <ul style="list-style-type: none"> • To learn how to dodge and weave an object using speed and direction • Become familiar with a rugby ball, how to hold it and how to catch it with two hands • Learn how to use the correct techniques to throw the rugby ball in a straight line • Focus on aiming at a target • Learn how to mark/shadow another person and why we do this • Learn how to pass and move towards a goal area, combining passing and running skills • Learn how to score in rugby by placing the ball down in target areas • Learn how to work as a team communicating ideas and rules <p>GYMNASTICS</p> <ul style="list-style-type: none"> • To learn how to create a variety of different shapes using parts of the body • Begin to put shapes together and be able to perform a small sequence • Learn how to move around an area when bodies are at high and low levels • Explore different ways of using hands and feet to travel around an area • Learn how to perform a variety of different balances <p>Use apparatus safely and create a small routine with all the skills learnt</p>	<p>TERM 2:</p> <p>HOCKEY</p> <ul style="list-style-type: none"> • To move safely with the ball under control • To travel with the ball in a chosen direction • To send and receive the ball • To score a goal or shoot at a target • To apply skills to a small-sided game <p>DANCE</p> <ul style="list-style-type: none"> • To learn basic actions and copy simple movement patterns • Learn how to respond to a variety of stimuli e.g. words, pictures, sounds, videos and objects and explore different ways to use movement to reflect the stimulus • Learn different directions used in dance and attempt to use these directions in the basic patterns created • Learn how to express moods and feelings in dance to tell a story or to convey an idea • Create a clear middle and end to routines by using stillness • Work in pairs to communicate ideas 	

Year 1 Curriculum Map – Terms 1 & 2

COMPUTING	MUSIC	PSHE & RSE
<p>TERM 1: Computing systems and networks – improving mouse skills Pupils will develop knowledge of how to log in and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits.</p> <p>TERM 2: Algorithms unplugged Pupils will use an unplugged approach to learning about algorithms. They will develop knowledge of algorithms, decomposition and debugging in familiar contexts, such as dressing up and making a sandwich.</p> <p>An Online Safety lesson will be taught termly.</p>	<p>TERM 1: Keeping the pulse In this unit, pupils explore keeping the pulse together through music and movement.</p> <p>TERM 2: Tempo In this unit, pupils use their bodies and instruments to listen and respond to pieces of music with fast and slow speeds, learn and perform a rhyme and a song focussing on fast and slow.</p>	<p>TERM 1: Families and relationships Pupils will explore how families can be different. They will understand the characteristics and impact of positive friendships; learning that issues can be overcome. Pupils will learn that pupils show their feelings differently and that stereotyping is unfair.</p> <p>TERM 2: Health and wellbeing Pupils will explore personal qualities and strategies to manage feelings. Pupils will explore the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions and understand who in the community keeps us healthy.</p>
FRENCH	ART	DESIGN TECHNOLOGY
<p>TERM 1 and 2: Les couleurs et les nombres In this unit, pupils will learn to count to 10. They will learn some common colours in French.</p>	<p>SEASONAL CHANGE (termly)</p> <ul style="list-style-type: none"> • Create clear outlines and patterns, using appropriately-sized lines and shapes • Apply paint using appropriate brush strokes • Recognise and choose appropriate seasonal paint colours • Use simple printing techniques (e.g. block) to create repeating patterns and recognisable designs • Use rollers to make impression into soft modelling materials to create patterned 3D artwork with form • Add colour to soft modelling materials to achieve a design • Layer materials to create texture <p>ARTISTS COVERED: Andy Goldsworthy (Autumn), Peter King (Winter), Heidi Soos (Spring), Andy Warhol (Summer)</p> <p>GOLDEN THREADS: Exploration, Inspiration, Interpretation, Creation, Reflection</p>	<p>FRUIT AND VEGETABLES AND THEIR BENEFITS Where do fruit and vegetables come from? Why is food split into groups? How do we prepare fruit and vegetables?</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products • Understand where food comes from Use the basic principles of a healthy and varied diet to prepare dishes <p>GOLDEN THREADS: Innovation, Exploration, Evaluation</p>
ENRICHMENT OPPORTUNITIES		
<p>Harvest Service Nativity</p>		