

Year 1 Curriculum Map – Terms 3 & 4

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: Poetry, Setting Description, Narrative To inform: Posters, Non-Chronological Report, Recipe</p>
VOCABULARY, GRAMMAR AND PUNCTUATION	SPELLING – Little Wandle	
<ul style="list-style-type: none"> Un prefix changing meaning of verbs and adjectives (e.g. unkind, undoing, untie) Plural noun suffixes (-s and -es) compared to singular (e.g. dogs, wishes) Suffixes (no change to root word) e.g. helping, helped, helper Combine words to make sentences Sequence sentences to form narratives Capital letter for pronoun I Capital letters for names of people, places and days of the week Using 'and' to join words and clauses Capital letters (sentence punctuation) Full stops Question marks Exclamation marks <p>Terminology pupils must know: singular, plural, sentence, question mark, exclamation mark</p>	<p>TERM 3: /ee/ y, funny; e/ ea, head; /w/ wh, wheel; /o/ oe, ou, toe, shoulder; /igh/ y, fly; /oa/ ow, snow; /j/ g, giant; /f/ ph, phone; /l/ le, al, apple, metal; /s/ c, ice; /v/ ve, give; /u/ o-e, o, ou, some, mother, young; /z/ se, cheese; /s/ se, ce, mouse, fence; /ee/ ey, donkey; /oo/ u, ew, ue, u-e, ui, ou, oo, fruit, soup; /ee/ ea, e, e-e, ie, ey, y, ee; /s/ c, se, ce, s; /z/ se, s, zz; /oa/ ow, oe, ou, o-e, o, oa</p> <p>Tricky words: any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work</p>	<p>TERM 4: /ur/ or, word; /oo/ u, oul, awful, would; /air/ are, share; /or/ au, aur, oor, al, author, dinosaur, floor, walk; /ch/ tch, match; /ch/ ture, adventure; /ar/ al, half; /ar/ a, father; /or/ a water; schwa in longer words (different); /o/ a, want; /air/ ear, ere, bear, there; /ur/ ear, learn; /r/ wr, wrist; /s/ st, sc, whistle, science; schwa at the end of words (actor); /c/ ch, school; /sh/ ch, chef; /z/ /s/ ce, se, ze, freeze</p>
MATHS		RE
<p>Number and place value</p> <ul style="list-style-type: none"> Read and write numbers from 1 to 20 in numerals and words Count to and across 100, forward and backwards, beginning with 0 and 1, or from any given number 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 Read and write numbers from 1 to 20 in numerals and words Given a number, identify one more and one less <p>Addition and subtraction</p> <ul style="list-style-type: none"> Add and subtract 1-digit and 2-digit numbers to 20, including zero Represent and use number bonds and related subtraction facts within 20 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$ <p>Measurement</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: mass/weight (for example, heavy/light, heavier than, lighter than, half, half full, quarter) Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume 		<p>TERM 3: CHRISTIANITY – GOSPEL What is the good news that Jesus brings?</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news Understand ways in which Christians follow the teachings studied (Matthew the tax collector) about forgiveness and peace, and bringing the good news to the friendless Recognise that Jesus gives instructions to people about how to behave Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn <p>TERM 4: CHRISTIANITY – SALVATION Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Recognise that Jesus gives instructions on how to behave Give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas

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SCIENCE	HISTORY	GEOGRAPHY
<p>TERM 3 and TERM 4: Animals including humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 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, birds and mammals including pets) 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>Significant people – David Attenborough and Steve Backshall</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 3: LIFE AS A CHILD IN THE 1950s</p> <p>Were my grandparents' childhood homes like mine? As a child, did my grandparents do the same thing in their spare time? What was a trip to the shops like for my grandparents? Has childhood always been the same?</p> <p>GOLDEN THREADS: Community and culture, Law and justice</p> <p>TERM 4: EXPLORING SPACE</p> <p>Who is Neil Armstrong and why is he important? What has Tim Peake's contribution to space exploration been? Why is Mae Jemison famous and how has she inspired others? What places in space have been explored since Neil Armstrong's mission?</p> <p>GOLDEN THREADS: Exploration and invention, Legacy</p>	<p>N/A</p>
PE		
<p>TERM 3: FOOTBALL</p> <ul style="list-style-type: none"> To begin to use their feet to move around an area and learn the basic rules of football Learn the correct technique of how to dribble a ball Learn how to pass a ball over a short distance using the inside of their foot Learn how much power is needed to pass a ball over a long distance and why a long pass is used Learn how to strike a ball and also the difference between passing and shooting Link the skills learnt and put them into a game situation <p>TENNIS</p> <ul style="list-style-type: none"> Practise rolling and throwing the ball underarm, gradually linking that technique to the forehand shot Continue to develop the forehand shot in tennis linking similarities between throwing a ball and playing the forehand shot Understand what a volley shot is and when this shot can be used in tennis Understand how to perform the volley shot. Understand how to start a game using an underarm serve 	<p>TERM 4: ROUNDERS</p> <ul style="list-style-type: none"> Learn how to perform a two-handed catch with the correct technique for striking and fielding games Learn to link both throwing and catching as an introduction to a bowling technique Learn to make a striking action and to make contact with a stationary and/or moving object Learn running skills and experiment with the speed in which they run using fun modified games Learn to chase the ball and how to pick up the ball whilst on the move Learn the basic rules and positions and play enjoyable modified games with a competitive element to encourage use of skills in a game situation <p>OAA</p> <ul style="list-style-type: none"> Develop skills of teamwork, leadership, initiative, communication and cooperation Work collaboratively with peers to solve problems 	
COMPUTING	MUSIC	PSHE & RSE
<p>TERM 3: Keyboard and mouse skills</p> <p>Pupils will develop keyboard and mouse skills by designing rockets, creating digital materials lists, using drawing software and recording data.</p> <p>TERM 4: Programming with Bee-Bots</p>	<p>TERM 3: Dynamics</p> <p>In this unit, pupils make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.</p> <p>TERM 4: Sound patterns</p>	<p>TERM 3: Safety and the changing body</p> <p>Pupils will learn how to respond to adults in different situations. They will distinguish appropriate and inappropriate physical contact. Pupils will understand what to do if they get lost and how to call the emergency services. They will identify hazards in the home and people in the community who keep us safe.</p>

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<p>Pupils will develop their early programming skills using Bee-Bots.</p> <p>An Online Safety lesson will be taught termly.</p>	<p>In this unit, pupils are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairy tale.</p>	<p>TERM 4: Citizenship Pupils will learn about the importance of rules and consequences of not following them. Pupils will learn about caring for the needs of babies, young children and animals. They will explore similarities and differences. They will have an introduction to democracy.</p>
<p>FRENCH</p>	<p>ART</p>	<p>DESIGN TECHNOLOGY</p>
<p>TERM 3 and 4: Dans La Jungle In this unit, pupils will learn the names for some jungle animals. Each lesson will be accompanied by a song which will include the animals pupils have learnt, for them to join along with.</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>STRUCTURES What examples of structures do we know? How can we design strong and stable freestanding structure?</p> <ul style="list-style-type: none"> • Design purposeful, functional products for themselves and other users based on a design criteria • Select and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) • Build structures, exploring how they can be made stronger, stiffer and more stable <p>GOLDEN THREADS: Innovation, Exploration, Evaluation</p>
<p>ENRICHMENT OPPORTUNITIES</p>		
<p>Toys workshop Book Fortnight STEM week</p>		