

Year 1 Curriculum Map – Terms 5 & 6

READING		WRITING		
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).		GENRES: To entertain: Narrative, Traditional tale, Poetry To inform: Diary, Fact File To persuade: Persuasive letter		
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: punctuation</p>		TERM 5: /ay/ play; /a-e/ shake; /ea/ each; /e/ he; /ie/ pie; /i-e time; /o/ go; /o-e/ home; /ue/ blue, rescue; /ew/ chew, new; /u-e/ rude, cute; /aw/ claw; /ea/ head; /ir/ bird; /ou/ cloud; /oy/ toy; /i/ tiger; /a/ paper; /ow/ snow; /u/ unicorn; /ph/ phone; /wh/ wheel; /ie/ shield; /g/ giant		TERM 6: /ai/ eigh, aigh, ey, ea, eight, straight, grey, break; /n/ kn, gn, knee, gnaw; /m/ mb, thumb; /ear/ ere, eer, here, deer; /zh/ su, si, treasure, vision; /j/ dge, bridge; /i/ y, crystal; /j/ ge, large; /sh/ ti, ssi, si, ci, potion, mission, mansion, delicious; /or/ augh, our, oar, ore, daughter, pour, oar, more Tricky words: busy, beautiful, pretty, hour, move, improve, parents, shoe
MATHS		RE		
Multiplication and division <ul style="list-style-type: none"> • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Fractions <ul style="list-style-type: none"> • Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Position and direction <ul style="list-style-type: none"> • Describe position, direction and movement, including whole, half, quarter and three-quarter turns Place value <ul style="list-style-type: none"> • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • 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 Measurement <ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes • Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) 		TERM 5 AND 6: JUDAISM Who is Jewish and what do they believe? <ul style="list-style-type: none"> • Make links between some Jewish teachings and how Jewish people live • Learn about the mezuzah and how it reminds Jewish people about God • Learn about Shabbat and how it is a special day of the week for Jewish people • Give examples of what Jewish people might do to celebrate Shabbat • Express thoughts about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways 		

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<ul style="list-style-type: none"> • Compare and describe time (for example, quicker, slower, earlier, later) • Recognise and use language relating to dates, including days of the week, weeks, months and years • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times 		
SCIENCE		
<p>TERM 5 and 6: Plants</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees <p>Significant people – David Douglas and Alan Titchmarsh</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>		
HISTORY		
N/A		
GEOGRAPHY		
<p>TERM 5: ALL AROUND THE UK</p> <p>What countries make up the United Kingdom? Why does each country in the UK have a capital city? How does the weather differ between the four countries of the UK throughout the year? How does a city differ from a town and village?</p> <p>GOLDEN THREADS: Scale and place, Weather and climate</p> <p>TERM 6: SUN, SEA AND SAND</p> <p>How would you know you were at the coast? What coastal features does Hastings have? Are there features that other coastal towns have that Hastings doesn't have? How is Hastings similar and different to Sevenoaks?</p> <p>GOLDEN THREADS: Scale and place</p>		
PE		
<p>TERM 5: TRI-GOLF</p> <ul style="list-style-type: none"> • Learn the fundamental skills of rolling a ball underarm and the areas of golf course • Learn how to use a putter • Progress skills with a putter • Learn the fundamental skills to chip a golf ball • Put skills together to play a whole round of golf <p>ATHLETICS</p> <ul style="list-style-type: none"> • Explore different ways of travelling around an area • Run at speed and understand how to change direction • Learn to control the landing of jumps • Increase ability to jump far • Link multiple jumps and side to side jumping with balance and co-ordination 		
<p>TERM 6: ATHLETICS</p> <ul style="list-style-type: none"> • Roll a ball accurately using the underarm action • Throw a ball accurately using an over arm throw • Throw a ball accurately at a target <p>CRICKET</p> <ul style="list-style-type: none"> • Develop fundamental ball/beanbag skills, focused on throwing • Develop basic underarm bowling/throwing with tactics and aspects of fielding • To learn catching and fielding skills • Learn how to field a ball and return it to the wicket • Learn the basic concept of playing a Kwik cricket game 		
COMPUTING:	MUSIC	PSHE & RSE
<p>TERM 5: Introduction to data</p> <p>Pupils will learn what data is and the different ways that it can be represented. They will develop an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers.</p>	<p>TERM 5: Pitch</p> <p>In this unit, pupils will learn how to identify high and low notes and to compose a simple tune to represent a superhero.</p>	<p>Economic wellbeing</p> <p>Pupils will learn about a range of money and bank functions including cash safety, spending, saving and jobs.</p>

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<p>TERM 6: Digital imagery Pupils will use creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. They will learn to enhance photos using a range of editing tools, as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.</p> <p>An Online Safety lesson will be taught termly.</p>	<p>TERM 6: Musical symbols In this unit, pupils combine all the musical concepts learned throughout Year 1 (pulse, tempo, dynamics, sound patterns and pitch).</p>	
<p>FRENCH</p>	<p>ART</p>	<p>DESIGN TECHNOLOGY</p>
<p>TERM 5 and 6: Sous l’ocean In this unit pupils will learn the names for some sea creatures 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>MECHANISMS How do sliders and levers work? How can we use sliders and levers to create something that moves?</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on a design criteria • Select and use from a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) • Explore and evaluate a range of existing products • Explore and use mechanism (for example, levers and sliders) in their products <p>GOLDEN THREADS: Innovation, Exploration, Evaluation</p>
<p>ENRICHMENT OPPORTUNITIES</p>		
<p>Sports Day Hastings trip</p>		