

Curriculum Map Year 1 2020-2021

|                 | Once there were giants<br>What can I do now that I couldn't when I was a baby?  | Old Bear<br>Why is a Wii more exciting than old toys?  | The Seasons<br>Do I need the same hat all year?   | Traditional Tales<br>Can we learn any lessons from a traditional tale?   | The Three Little Pigs<br>How have homes changed during Elizabeth II's reign?  | Goldilocks & Three Bears<br>What is it important to treat others with respect?   |
|-----------------|---|--|---|--|---|--|
| R.E.            | Waiting Families  | Belonging Judaism  | Special People  | Meals Change   | Being sorry Holidays & Holy   | Days Neighbours Hinduism   |
| English         | Compose sentences orally<br>Sentence: Subject +verb CL .<br>CL for I<br>Poetry: using the senses<br>Labels, storyboard to write factual recount through diary<br>Link reading to own life<br>Yellow | Begin to offer opinions<br>αβ order, add 'ed' 'ing'<br>CL for Names, places<br>join clauses using 'and'<br>Discuss writing with adult<br>Narrative; Lists; Labels, captions; explanation<br>Make predictions<br>Secure Yellow Start Blue | Take turns in discussions<br>Features of non-fiction texts<br>Plurals (s).<br>Captions, labels, factual writing, poetry<br>Develop understanding: draw on background knowledge, recite poetry by heart<br>Secure Blue Start Green | Use language of time<br>Use !<br>Edit in response to prompts<br>Plurals (es)<br>Narrative recount<br>Labels, captions, posters<br>Draw inferences; discuss title & events;<br>Secure Green | Ask questions<br>Comparative - er / est<br>Ask/write questions: CL ?<br>Write compound sentences<br>Retell story in role- recognise others differing viewpoint<br>Familiarity with key stories, tales, retelling them<br>Orange | Articulate & justify answers<br>Prefix 'un' changes meaning<br>Re-read to edit for sense<br>Poetry; Narrative recount<br>Non-fiction book<br>Explain understanding of what is read<br>Secure Orange<br>Potentially start Turquoise |
| Phonics Phase 5 | ay ou ie ea oy ir ue aw wh ph ew oe au ey split digraph /zh/  | Alternative pronunciation: a e i o u ow ie ea er ou y ch c g ey  | Alternative spelling: ch j m n r s z u i ear ar air or ur oo ai ee  | igh oa y/oo oo sh zh   |   |  |
| Maths           | Measurement: Track weather over year on chart by month – language relating to dates, including days of week, weeks, months  |  |   |  |   |  |
| Number          | Count, order, identify & rep numbers; no line; numerals & words to 10; bonds to 5 & related - facts; + & - within 10; 1 more/less; equal, more/less than, most, least                               | Add & Subtract within 10; bonds to 10 & related - facts; use no. line, addition with three numbers, mixed + and -<br>Symbolic representation; one-step problems  | To 20: numerals & words; Add & subtract 1-d & 2-digit nos; tens and ones; order; bonds to 15 & related subtraction facts; Count in 2's 5's 10's; Count on to add  | Adding & Subtracting within 50; bonds to 20 & related subtraction facts; generate calculations; Fractions; ½, ¼ of shapes, objects, quantities, connection between ½ & ¼                   | Numbers & place value to 100; Count to/from 100; Within 100: Adding & Subtracting; Multiplication & Division; one step problems   | Count across 100; Reasoning about number to solve calculations; Connection between x ÷ in arrays, patterns, groups & counting in 2's, 5's, 10's.   |
| Measures        | Sequence in chronological order using language  | TU ~10p & smaller coins  | Days, Months, Seasons, hours, minutes, seconds;   | Capacity & Volume: ½ ¼ full, empty, full, more / less  | Money: value/equivalence of coins, notes; make amounts;   | Time: hour, half-past; Length/Height; Mass/ Weight   |
| Geometry        |   |  |   | 2d & 3d shapes: name/sort  |   | Whole, ½ ¼ ¾ turns, L&R;   |
| Science         | Use observations & ideas to answer questions; Observe changes across the seasons;   |  |   |  |   |  |
|                 | Perform simple tests; Gather/record data to answer questions. Identify, name, draw & label basic parts of human body; say which part is associated with each sense.                                 | Identify & classify; Distinguish between object & material from which it is made; Identify & name materials; Describe their simple physical properties   | Ask & answer qns; Perform tests; Observe & describe weather in seasons, day length varies; Identify/name animals: fish, amphibians, reptiles, birds & mammals   | Use simple equipment; Identify & classify; Identify/name common wild & garden plants & trees; Identify /describe structure of flowering plants, trees                                      | Ask questions, recog. they can be answered in different ways; Use simple equipment; Perform simple tests; Compare & group materials by their physical properties;   | Use observations/ideas to answer qns; Identify, name animals that are carnivores, herbivores, omnivores; Describe/compare structure of animals, including pets   |
| History         | Changes in living memory; Chronological vocab; Talk, draw, write about past   | Compare/Contrast artefacts; Talk, draw, write about past; Sort toys 'then/now';  | Place events in chronological order;  | Own account of an event. Understand others may give different version.   | Ask/answer qns using simple sources; Talk, draw, write about past, different periods  | Understand key features of events; Understand others may give different version.   |
| Geography       | Identify seasonal & daily weather patterns in U.K. GSF: simple fieldwork & observational skills to study geography of school grounds (woodland). Photo journal over year                            |  |   |  |   |  |
|                 | Ask qns; use observational skills to study school; use simple maps of school  | Locational & directional language – teddy hunt   | Ask questions – What is it like to live in his place? Describe seasonal changes;  | How places are linked; Name describe/compare places; Physical features woodland  | Make simple maps, plans, with key; Changes in locality  | Link their homes with places in locality; Improvements for school environment  |
| Computing       | Safety on line (ongoing)  | Common IT use home/school  | Create digital content  | Predict behaviour of program   | What algorithms are, how they are implemented on devices  |  |
| D.T.            | Food: eaten at home; where it's from; prepare safely  | Design, Evaluate: pictures words; Use wheels & axles   | Select, use tools to perform practical tasks  | Examples: food that is grown Healthy food  | Use tools to cut, join, combine; Build structures,  | Make structures stronger, stiffer, more stable   |
| Art             | Line & Tone: Q Blake  | Sculpture: A. Calder   | Colour: Miro, Renoir  | Colour: Monet  | Texture: Gaudi  | Pattern / Shape: Kandinsky   |

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| Music | Voices: use expressively, creatively; sing, speak chants/rhymes. Play instruments musically. Listen to high quality music. Experiment/create music       |
| P.E.  | Master basic movements & apply in range of activities. Team Games – develop attack and defence tactics. Perform patterned dance. Swimming & water safety |