




## Curriculum Map: Year 1, 2021-2022

	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Summer 1	Summer 2
English	<ul style="list-style-type: none"> <li>• Narrative &amp; non-fiction writing.</li> <li>• Daily phonics lessons.</li> </ul> <p><u>Toy Story</u></p> <p>Dogger</p> <p>Lost at the Toy Museum by David Lucas</p> <p>Kipper's Box of Toys</p> <p>Traction Man</p> <p>Do not wash this Bear!</p>	<ul style="list-style-type: none"> <li>• Narrative, non-fiction writing</li> <li>• Poetry.</li> <li>• Daily phonics lessons.</li> </ul> <p><u>To infinity and beyond!</u></p> <p>Beegu</p> <p>Bob, the Man on the Moon</p> <p>Whatever Next</p>	<ul style="list-style-type: none"> <li>• Narrative &amp; non-fiction writing.</li> <li>• Daily phonics lessons.</li> </ul> <p><u>Wings, wands and mythical creatures.</u></p> <p>Just imagine by Pippa Goodhart</p> <p>Zog</p> <p>Zog and the flying doctor</p> <p>CNY story and the magic paintbrush (a Chinese Folktale)</p> <p>Non-Fiction instruction writing: How to train a dragon</p> <p>Acrostic Poems</p>	<ul style="list-style-type: none"> <li>• Narrative, non-fiction writing</li> <li>• Poetry.</li> </ul> <p>Daily phonics lessons.</p> <p><u>Cock a doodle doo!</u></p> <p>Cock a doodle doo-Barnyard Hullaballo!</p> <p>A squash and a squeeze by Julia Donaldson.</p> <p>Click, clack moo, cows that type.</p> <p>All Pigs are Beautiful</p> <p>What the Ladybird Heard &amp; the other in the series. Book Week - a range of activities to celebrate reading and writing.</p> <p>Mother's Day - writing poems and reading them aloud.</p>	<ul style="list-style-type: none"> <li>• Narrative &amp; non-fiction writing.</li> <li>• Daily phonics lessons.</li> </ul> <p><u>Turrets and Tiaras</u></p> <p>The pea and the princess - Mini Grey</p> <p>Jack and the Beanstalk</p> <p>The kiss that missed</p> <p>Princess Smartypants</p> <p>The Cook and the King</p> <p>Newspaper report : Shrek fighting scene</p>	<ul style="list-style-type: none"> <li>• Narrative, non-fiction writing</li> <li>• Poetry.</li> <li>• Daily phonics lessons.</li> </ul> <p><u>Moving on up...</u></p> <p>The Day the Crayons Quit - narrative writing including description and story writing.</p> <p>The Day the Crayons Came Home.</p> <p>Changes</p> <p>The Huge Bag of Worries.</p> <p>Ruby's Worry</p>

Maths	<p><b>Number – number and place value</b></p> <ul style="list-style-type: none"><li>❖ Numbers to 10</li><li>❖ Part-whole within 10</li></ul> <p><b>Number – addition and subtraction</b></p> <ul style="list-style-type: none"><li>❖ Addition and subtraction within 10</li></ul>	<p><b>Number – addition and subtraction</b></p> <ul style="list-style-type: none"><li>❖ Addition and subtraction within 10 (revisited)</li></ul> <p><b>Geometry – properties of shape</b></p> <ul style="list-style-type: none"><li>❖ 2D and 3D shapes</li></ul> <p><b>Number – number and place value</b></p> <ul style="list-style-type: none"><li>❖ Numbers to 20</li></ul>	<p><b>Number – addition and subtraction</b></p> <ul style="list-style-type: none"><li>❖ Addition within 20</li><li>❖ Subtraction within 20</li></ul> <p><b>Number – number and place value</b></p> <ul style="list-style-type: none"><li>❖ Numbers to 50</li></ul>	<p><b>Measurement</b></p> <ul style="list-style-type: none"><li>❖ Introducing length and height</li><li>❖ Introducing weight and volume</li></ul>	<p><b>Number – multiplication and division</b></p> <ul style="list-style-type: none"><li>❖ Multiplication</li><li>❖ Division</li></ul> <p><b>Number – fractions 14</b></p> <ul style="list-style-type: none"><li>❖ Halves and quarters 5</li></ul> <p><b>Geometry – position and direction</b></p> <ul style="list-style-type: none"><li>❖ Position and direction</li></ul>	<p><b>Number – number and place value</b></p> <ul style="list-style-type: none"><li>❖ Numbers to 100</li></ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"><li>❖ Time</li><li>❖ Money</li></ul>
Computing	<ul style="list-style-type: none"><li>• Computer Science</li><li>• Introduction to algorithms</li><li>• Writing simple code</li><li>• Sorting data</li></ul>	<ul style="list-style-type: none"><li>• Computer Science</li><li>• Algorithms and Programming</li><li>• Understanding algorithms</li><li>• Sequencing and Logical Problem Solving</li></ul>	<ul style="list-style-type: none"><li>• Information Technology/Digital Literacy</li><li>• Introduction to computers/ computers in everyday life</li></ul>	<ul style="list-style-type: none"><li>• Computer Science</li><li>• Algorithms and Programming</li><li>• Flow charts, repetition, debugging and controlling objects</li></ul>	<ul style="list-style-type: none"><li>• Data and Information.</li><li>• To use technology purposefully, to create, organise and manipulate digital content.</li><li>• Sequencing and role play.</li></ul>	<ul style="list-style-type: none"><li>• Communication and safety</li><li>• To keep personal information safe.</li><li>• To know where to go go for help and support</li></ul>
Science	<p><b><u>Everyday Materials</u></b> TEXT: THE THREE LITTLE PIGS The children identify, classify and describe the everyday materials around them. They will explore materials, such as wood, plastic, metal, glass and fabric.</p> <p>NC: Distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety</p>	<p><b><u>Seasonal Changes</u></b> TEXT: The children will experience a variety of activities to explore how weather and day lengths affect animals and humans.</p> <p>NC: observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies.</p> <p>Olympics summer vs winter What seasons are there? Nocturnal animals</p>	<p><b><u>Identifying Animals, including humans</u></b> Year 1 will identify, classify and describe UK and African animals. They will become familiar with the terms ‘mammal’, ‘bird’, ‘reptile’, ‘fish’ and ‘amphibian’. They will also be introduced to simple food chains and sort animals by what they eat.</p> <p>NC: 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, reptiles, 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>	<p><b><u>Identifying Plants</u></b> TEXT: THE LORAX We will learn to observe, identify, compare, classify and describe UK plants. The children will become familiar with different types of plants. They will be encouraged to observe how plants change over time. Planting magic beans - a variety of options</p> <p>NC: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe</p>	<p><b><u>My Body</u></b> The children will find out about the names and functions of different parts of their bodies before looking at each of the five senses in detail.</p> <p>Museum of Zoology visit?</p>	

	<p>of everyday materials; compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Three little pigs experiment with junk modeling and hair dryers.</p> <p>STEM Week- A range of activities to deepen our knowledge.</p>	<p>What to wear in each season What would I pack in my suitcase? Bring in a suitcase with a variety of clothes. Moon phases - link to Neil Armstrong (include a lesson linked to gravity)</p>			<p>the basic structure of a variety of common flowering plants, including trees.</p>	
Humanities	<p><b><u>History</u></b></p> <p><b><i>Toys from the Past</i></b></p> <p>By the end of this unit, all children should be able to...</p> <ul style="list-style-type: none"> <li>• Explain what they know about toys today.</li> <li>• Explain how we can find out about the past.</li> <li>• Describe features of different toys.</li> <li>• Recognise old and new toys. •</li> <li>• Use words relating to the passing of time.</li> </ul>	<p><b><u>Geography</u></b></p> <p><b><i>Wonderful Weather</i></b></p> <p>By the end of this unit, all children should be able to...</p> <ul style="list-style-type: none"> <li>• Name weather types in the UK.</li> <li>• Identify daily changes in weather.</li> <li>• Identify seasonal changes across a year.</li> <li>• Recognise weather symbols.</li> <li>• Use world maps and globes to identify the UK and begin to locate other countries.</li> <li>• Explain some dangers of the weather.</li> <li>• Locate hot and cold countries of the world.</li> <li>• Make comparisons between different</li> </ul>	<p><b><u>History</u></b></p> <p><b><i>Travel and Transport</i></b></p> <p>By the end of this unit, all children should be able to...</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the ways in which travel and transport has changed throughout history.</li> <li>• Talk about what they know about the inventions of cars, trains and aeroplanes.</li> <li>• Know some of the significant people involved in the development of different types of transport.</li> </ul>	<p><b><u>Geography</u></b></p> <p><b><i>Our Local Area</i></b></p> <p>By the end of this unit, all children should be able to...</p> <ul style="list-style-type: none"> <li>• begin to recognise familiar places in their local area;</li> <li>• write an address appropriately; • use maps and plan a route; • use simple compass directions (NESW);</li> <li>• use aerial photographs to recognise basic human and physical features;</li> <li>• recognise basic map symbols and begin to understand the need for a key;</li> <li>• use simple fieldwork skills to study the</li> </ul>	<p><b><u>History</u></b></p> <p><b><i>Kings and Queens</i></b></p> <p>By the end of this unit, all children should be able to...</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the chronology of various significant British kings and queens, such as Richard III, Elizabeth I and Queen Victoria.</li> <li>• Know the chronological order of some kings and queens.</li> </ul>	<p><b><u>Geography</u></b></p> <p><b><i>Our Country</i></b></p> <p>By the end of this unit all children should be able to...</p> <ul style="list-style-type: none"> <li>• Name the four countries of the UK, capital cities and surrounding seas.</li> <li>• Begin to know the differences between town and country locations.</li> <li>• Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks.</li> <li>• Begin to know simple features of the countries of the UK.</li> <li>• Use aerial photographs to recognise basic</li> </ul>

		places studied. • Make simple observations about the weather in the UK. • Use basic subject specific vocabulary. • Ask simple geographical questions. • Develop presentation skills.		geography of the school; • make simple observations about the geography of the classroom and school; • ask simple geographical questions.		human and physical features. • Produce a journey line. • Describe human and physical features of the capital city London. • Use internet mapping programmes to observe aerial views. • Compare the capital cities London and Brasilia. • Use world maps and globes to begin to locate some continents and countries.
RS	<b>Belonging</b> <ul style="list-style-type: none"> <li>What does it mean to be a good friend?</li> <li>Links to kindness and friendship.</li> </ul>	<b>Nativity</b> <ul style="list-style-type: none"> <li>Why do Christians give presents at Christmas?</li> </ul>	<b>Special Books</b>	<b>Special Books</b>  Cambridge Central Mosque visit.	<b>Special Places</b>	<b>Religion &amp; Rituals</b> Our Wonderful World
PSHCEE	<ul style="list-style-type: none"> <li>Beginning and Belonging</li> </ul>	<ul style="list-style-type: none"> <li>Family and Friends Anti-bullying</li> </ul>	<ul style="list-style-type: none"> <li>Diversity and Communities</li> </ul>	<ul style="list-style-type: none"> <li>SRE Drug Education</li> </ul>	<ul style="list-style-type: none"> <li>Personal Safety</li> </ul>	<ul style="list-style-type: none"> <li>Managing Change</li> </ul>
ART/DT	Observational drawing of bears/toys.  Pencil sketches Acrylics painting  Jack in the Box and Origami (making playdough and slime) Different materials	Artist -Van Gogh Starry Night Clay -making Christmas decorations / experimenting with clay tools.  Watercolours - simple understanding of Perspective fields of poppies.  Remembrance	Houses - Junk modelling using materials / fabric/corks  Create your own house from shoe boxes.  Pencil skills - drawing own house from memory	Portraits of themselves  Self Portraits  Picasso - famous Artist  Create pictures based on Picasso's technique.  Metamorphosis Art.	Design and Technology: Creating a castle (cereal box) with moving drawbridge and gate. Printing (bricks)	Modroc art with children.  Create African Elephants etc. Visit Fitzwilliam Museum and see sculptures  Create your own moving sculpture.

		Bonfire Night - creating patterns.	(Focus on shape - drawing pattern and texture)			
Music	<ul style="list-style-type: none"> <li>Students learn a variety of songs including traditional English folk and pop songs.</li> <li>Singing as an ensemble, gaining confidence, performing to the class, projection and pronunciation.</li> </ul>	<p>Nativity show rehearsals and performance to whole school and parents</p> <ul style="list-style-type: none"> <li>Introduction to keyboards</li> <li>In between rehearsals students will have the opportunity to explore the keyboards and begin to understand how to use the varying functions.</li> </ul>	<ul style="list-style-type: none"> <li>Notation - Students begin to read and write basic music notation. Singing, clapping and understanding rhythm and note values.</li> <li>Preparations for Spring themed performance to parents</li> </ul>	<ul style="list-style-type: none"> <li>Percussion</li> </ul> <p>Following on from reception, students learn about instruments from the percussion family. As a group we compose a piece of percussion music with the theme of Easter, exploring tempo and dynamics</p>	<ul style="list-style-type: none"> <li>Keyboards</li> <li>Exploring pitch, tempo and dynamics. In pairs students compose a summer holiday 'journey' piece of music, varying their use of instruments and the above musical features.</li> <li>Notation - Students continue to read and write basic music notation. Singing, clapping and understanding rhythm and note values.</li> </ul>	
Spanish	<p>Languages Week</p> <p>The flag and the map of Spain. Revision of the colours</p> <p>Revision of conversation skills: 'What is your name?' 'How old are you?'</p> <p>Writing the numbers 1-10, and the colours.</p> <p>Revision of the vowels and phonics.</p> <p>Halloween activities</p>	<p>Developing counting to 20 and writing the numbers 11-20</p> <p>Listening to and reading stories in Spanish</p> <p>Introduction to food vocabulary</p> <p>Christmas activities</p>	<p>Writing the numbers 20-31</p> <p>Alphabet</p> <p>Animals vocabulary and description</p> <p>Listening to and reading stories in Spanish</p>	<p>The spelling of animals vocabulary and the concept of the masculine and feminine definite and indefinite articles and singular and plural agreements</p> <p>Revision of nos 0-31</p>	<p>The alphabet</p> <p>Asking and answering 'How do you spell your name?'</p>	<p>Developing Spanish pronunciation and reading skills.</p> <p>Revision and consolidation of the vocabulary and grammar introduced this year through the songs and games learned and further reading and writing practice.</p>

PE	<p><b><u>Gymnastics</u></b> Travelling, types of movements, sequences, positions. Rolls, teddy bear, forward, pencil, backward rolls. Balance, points and patches, mirror and match Developing Individual and group routines</p> <p><b><u>Games</u></b> Football skills Kicking, passing targets, dribbling.</p>	<p><b><u>Games</u></b> Small ball and bean bag games, targets and throwing techniques</p> <p><b><u>Gymnastics/Dance</u></b> Jumping Landing techniques Basic shapes in the air, Star, Straight, Tuck, Advanced Pike, Straddle, Ring Linking travelling to jumping</p>	<p><b><u>Games</u></b> Develop skills in invasion type games.</p> <ul style="list-style-type: none"> <li>• Rugby</li> <li>• Football</li> <li>• Netball</li> <li>• Footwork</li> <li>• Ball control</li> <li>• Catching</li> <li>• Passing</li> <li>• Defending</li> </ul>	<p><b><u>Games</u></b> Play simple competitive net, striking/fielding and invasion type games. In groups of 2/4 make up games and how to score.</p>	<p><b><u>Athletics</u></b> Running Jumping Throwing</p> <p>Performing at maximum levels</p> <p><b><u>Tennis</u></b> Racket position Ball control Serve Targets Forehand Returning shots</p>	<p><b><u>Striking and Fielding</u></b> Cricket and rounders skills, Batting and fielding skills, Catching Targets Scoring points</p> <p><b><u>Swimming.</u></b></p>
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