



Year 1 Curriculum Map 2021-2022 onwards



| Subject | Autumn | Spring | Summer |
|------------------------------|---|--|---|
| Science | Working scientifically What's the weather like? Everyday materials Seasonal changes | Working scientifically Observing and comparing animals to describe and group Animals including humans (animals focus) | Working scientifically Observing closely and comparing and contrasting familiar plants through senses Animals including humans (humans focus) Plants |
| Geography | Geographical skills and fieldwork Human and Physical Geography Our local environment | Locational knowledge Geographical skills and fieldwork Human and Physical Geography The world around us and weather patterns | Locational knowledge Geographical skills and fieldwork Human and Physical Geography Sea sides and coastal regions |
| History | Changes within living memory Toys in the past Lives of significant individuals in the past who have contributed to national and international achievements Guy Fawkes, James I and the Houses of Parliament | Lives of significant individuals in the past who have contributed to national and international achievements Famous Queens | Changes within living memory Sea sides in the past |
| Design and Technology | Textiles Delightful decorations | Levers and sliders Moving minibeasts | Cooking and Nutrition Seaside snacks |
| Art and Design | Drawing/Painting Art history and Artists – Andy Warhol | Print/Digital media Art History and Artists – Henri Rousseau | Painting/Sculpture/Form Art History and Artists – Giuseppe Arcimboldo |
| Music | Hey You! Rhythm In The Way We Walk and The Banana Rap | In The Groove Round and Round | Your Imagination Reflect, Rewind and Replay linked to end of year performance |
| Drama | Sharing assembly | | End of year performance |
| Computing | Information Technology Basic skills – keys, saving, logging on, store, retrieve, dragging, using a mouse, editing Digital Literacy and E-Safety Using information technology safely and respectfully – Espresso Module – Online Safety- 'Computers Everywhere' | Computer Science Espresso Coding Information Technology Digital media (art) - Use 2Paint/Paint purposely to create digital animals using texture, lines, tints/shades and shapes Digital Literacy and E-Safety Safer Internet Day Online safety unit | Computer Science Espresso Coding Information Technology Learn to find, save and retrieve digital information about seashells 2simple Digital Literacy and E-Safety I know that I need to keep personal information private when using technology, such as my name, address and school. Espresso Module – Online Safety – 'Private or Not?' |
| PSHRE | <u>Health and Wellbeing (H)</u> Mental Health <u>Relationships (R)</u> Friendships Safe relationships Respecting self and others | <u>Health and Wellbeing (H)</u> Healthy lifestyles (Physical well-being) <u>Relationships</u> Families and close positive relationships <u>Friendships</u> Respecting self and others | <u>Health and Wellbeing (H)</u> Healthy lifestyles (Physical well-being) Ourselves, growing and changing Keeping safe <u>Relationships (R)</u> Managing hurtful behaviour and bullying |

| | | | |
|-------------------------|---|---|---|
| | <u>Living in the Wider World (L)</u> Shared responsibilities | <u>Living in the Wider World (L)</u> Shared responsibilities Communities | Safe relationships <u>Living in the Wider World (L)</u> Economic well-being (money) Economic well-being: aspirations, work and career |
| PE | Gymnastics Unit 1/Hit, Catch, Run/ Dance Unit 1/ Send and Return Unit 1 | Send and Return Unit 2/Gymnastics Unit 2/ Attack, Defend and Shoot Unit 1/Hit, Catch, Run Unit 2 | Run, Jump, Throw Unit 1/Dance Unit/Run, Jump, Throw Unit 2/Attack, Defend and Shoot Unit 2 |
| RE | What do Christians believe God is like? Why does Christmas matter to Christians? How and why do we celebrate special times? | What makes some places significant? What makes some places sacred to believers? Why does Easter matter to Christians? | Who is a Muslim. What do they believe and how do they live? |
| Maths | Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20) | Number: Addition and Subtraction (within 10) Number: Place Value (within 50) multiples of 2, 5, 10 included Measurement: Length and Height Measurement: Weight and Volume | Number: Multiplication and division (reinforce multiples of 2, 5, 10) Number: Fractions Geometry: Position & Direction Number: Place Value (within 100) Measurement: Money Measurement: Time |
| Spelling/phonics | Recap phase 3 - ch, sh, ng, th, ai, ee, igh, oa, oo, ar, or, ur, Recap phase 3 and 4 - ow, oi, ear, air, ure, er, CVCC, CCVC, CCCVC, CCVCC, CCCVCC words | Teach Phase 5 2 syllable words, ay, ou, ie, ea, ir, aw, oy, ue, ph, wh Teach Phase 5 ew, oe au, ey Split digraph a_e Split digraph e_e Split digraph i_e | Teach Phase 5 – alternative pronunciations Split digraph o_e Split digraph u_e Alternative pronunciation of i and Alternative pronunciation of c and g Alternative pronunciation of u and ow Alternative pronunciation of ie and ea Alternative pronunciation of er and ch Teach Phase 5 – alternative pronunciations Alternative pronunciation of a Alternative pronunciation of y Alternative pronunciation of ou Alternative pronunciation of e and ey Alternative pronunciation of ch and j Alternative pronunciation of n, m, r Alternative pronunciation of s, z and u |
| VGP | Ready To Write – 1wk Separation of words with spaces – 1 wk Punctuating Sentences – 3wks Word Classes – 2wks Capital letters – 3wks Spelling appendix – 3wks | Conjunctions – 4wks Exclamations – 2wks Capital Letters - 5wks | Questions – 2wks Singular and plural – 3wks Prefixes – 2wk Suffixes – 4wks Spelling appendix – 3wks |
| Writing genres | Holiday recount Labels and captions Character description (Supertato) Story writing – beginning Story writing – middle Story writing – end Non-fiction recount of the Gunpower plot | Writing questions Non-fiction poster Non-Fiction – information text Non-Fiction - Weather forecast report Performing Writing Retell a familiar story Rewrite a familiar story | Drama and Role play with speaking and listening focus Write about a personal experience linked to a text. To use what they know from what they have read, to predict what happens next in a text. Justifying opinions of a text |

| | | | |
|--|--|---|--|
| | <p>Poetry - acrostic Drama and Role play with speaking and listening focus Comic strip Comic strip Retell a familiar story (Christmas Story) Rewrite a familiar story (Christmas Story)</p> | <p>Non-Fiction text features Drama and Role play with speaking and listening focus Pattern, text and repetition Rewrite a familiar story Poetry – rhyming Recount on Woburn Trip</p> | <p>Writing in the same pattern as a story Descriptive writing Recount through a postcard Drama and Role play with speaking and listening focus Instructions Performance poetry Poetry – rhyming poems Drama and Role play with speaking and listening focus Plan a story Letter to our new teacher Punctuation</p> |
|--|--|---|--|