

## Year 1 Curriculum Map 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Term Time</b>	7 weeks (+ 2 days)	7 weeks	7 weeks	6 weeks	5 weeks	6 weeks (+ 2 days)
<b>Topic</b>	<b>History:</b> What happened in 1666 and how did this change things?			<b>Geography:</b> What makes the UK unique?		
<b>Hooks/celebrations</b>	<b>Hook Day:</b> Bread baking / salt dough bread / large timeline  <b>Celebrations:</b> Visit to the fire museum. Firefighter talk & parent presentation			<b>Hook day:</b> Bring in post cards/ souvenirs/ photographs from places in the UK.  <b>Celebrations:</b> Presentation on learning & parents to make UK landmarks models with children.		
<b>English</b>	Speech bubbles writing (linked to hook day) Bakery Information book – Writing instructions to make bread, Labelling bakery items.  Sammy the Street dog story (The Great Fire of London link) – Writing a story retell, labelling characters from the story.  Diary writing – Writing part of own diary (linked to Samuel Pepys), spelling days of the week.  Firefighters linked books - Facts sheet about firefighters  School visit recount - write sentence about what they did/ saw on the school visit Write sentences linked to photographs taken on the visit.			Paddington at the Palace story – Write a description of Paddington – lost poster  Katie in London– Write a retell of the story, label characters from the story.  Charlie & Lola ‘We must completely go to London’ – speech bubbles- what would a character from the story say, London landmarks description.  Katie In Scotland – Write about main parts of story  Nessie – Nessie descriptions  Write own story		
<b>SPaG</b>	Identify common and proper nouns  Identify subject and verb  Adding ‘ed’ suffix to verbs	Identify the subject, verb and object  Identify auxiliary verbs (was & were)  Adding ‘ing’ suffix to verbs		Identify auxiliary verbs (am, is & are)  Identify simple present tense  verbs	Recognise adjectives  Understand the ‘un’ prefix  Use question marks  Use exclamation marks  Use the conjunction ‘and’	

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			Writing in the present progressive tense	
<b>Class Novel</b>	Julia Donaldson stories Stories about firefighters, The Great Fire of London stories, homes/ houses books PSHE linked stories		Traditional Tales UK based stories Growing/ plant books PSHE linked stories	
<b>Mathematics</b>	Count to and across 100, forwards, backwards, from any number and recognise those numbers in numerals.  Count in 2s, 5s and tens.  Represent numbers as objects and on number line.  Understand 'equal to', 'more than', 'less than', 'fewer', 'most' and 'least'.  Read & write numbers in numerals and words from 1 to 20.  Understand '+' & '-' and '='.  Know number bonds and related subtraction facts to 20 e.g. $9+7=16$ ; $16-7=9$ .  Add/Subtract 1-digit and 2-digit numbers to 20, including 0.  Solve 1-step problems involving Addition/Subtraction using concrete objects and pictures.  Solve missing number problems e.g. $7 = c - 9$  Solve 1-step problems involving multiplication/division using objects, pictures and arrays with support.  Use shapes, quantities and sets of objects to recognise and name: half as 1 of 2 equal parts quarter as 1 of 4 equal parts		Compare, describe and solve practical problems for length/height, weight/mass, capacity/volume and time.  Measure and begin to record length/height, weight/mass, capacity/volume and time.  Recognise and know the value of different denominations of coins and notes.  Sequence events in chronological order using language. e.g. before, after, next, today, etc.- Recognise and use language relating to days of the week, weeks, months and years. Tell the time to the nearest hour & half past the hour & draw the hands on clock face. Recognise and name common 2d shapes e.g. Square, circle, triangle.  Recognise and name common 3d shapes e.g. Cube, cuboids, pyramids and sphere.  Describe position, direction and movement including whole, $1/2$ , $1/4$ and $3/4$ turns. Relate 'clockwise' to the clock face.  Use vocabulary such as left, right, top, bottom, above, between, near to etc. <b>Revision and consolidation</b>  Number and place value  Addition and Subtraction  Money  Time	

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<b>Science</b>	<p><b>Autumn Term</b></p> <p><b>Animals including humans</b> Identify, name and draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Identify and name a variety of animals including fish and amphibians, birds, reptiles and mammals</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets.)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p><b>Seasons – Autumn</b> Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the season and how day length varies</p>	<p><b>Spring Term</b></p> <p><b>Materials</b> To distinguish between an object and the material from which it is made.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Identify and name a variety of different materials including wood, plastic, glass, metal, water and rock.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Season – Winter &amp; Spring</b> Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the season and how day length varies</p>	<p><b>Summer Term</b></p> <p><b>Plants</b> Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including roots, stem/ trunk, leaves and flowers.</p> <p><b>Seasons – Summer</b> Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the season and how day length varies</p>
<b>Humanities</b>	<p><b>History - The Great Fire of London &amp; Samuel Pepys</b></p> <p>To know about events beyond living memory that are significant nationally: The Great Fire of London.</p> <p>Historical writing – Writing key facts about the event that they have found out.</p> <p>To recall information about the life of a significant individual: Samuel Pepys]</p> <p>Historical writing – Samuel Pepys diary</p> <p>To recount changes that have occurred in their own life.</p> <p>Historical writing -writing about changes “In the past houses were made from... Now, they are....”</p>	<p><b>Geography - The UK including the local area.</b></p> <p>To talk about the local area.</p> <p>To learn about physical and human geography.</p> <p>To name and locate the countries of The United Kingdom and the surrounding seas.</p> <p>To know characteristics of the four countries of the UK.</p>	

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<b>Computing</b>	<p>To identify an algorithm in scratch junior.</p> <p>To control motion for a sprite in scratch.</p> <p>To controls inputs for our algorithms.</p> <p>To debug simple programs.</p> <p>To create my own sprites.</p> <p>To understand and use loops in coding.</p> <p>To plan my scratch project.</p> <p>To build my scratch project.</p>																							
<b>Art and DT</b>	<p><i>Art Collage</i> – The Great Fire of London collage pictures</p> <p>DT – Fruit kebabs</p> <p>Christmas cards and calendars – seasons</p>			<p><i>Art Drawing</i> - Sketches of UK landmarks</p> <p>Mother's Day cards</p> <p>Easter cards</p> <p><i>DT Textiles</i> - Sewing Paddington Bear</p>																				
<b>PE</b>	Val Sabin- gymnastics	Val Sabin- gymnastics	Val Sabin- dance	Val Sabin- dance	Val Sabin - games	Val Sabin - athletics																		
<b>Music</b>	<table border="0" style="width: 100%;"> <tr> <td>Hey You! Hip Hop</td> <td>  Rhythm in the Way We Walk!</td> <td>  In the Groove</td> <td>  Round and Round</td> <td>  Your Imagination</td> <td>  Reflect, Rewind, Replay</td> </tr> <tr> <td>Key words- Pulse, Beat.</td> <td>  Reggae/ Hip Hop</td> <td>  Blues, folk, baroque</td> <td>  Big Band / Movies</td> <td>  Pop /musicals</td> <td>  Western Classical Music</td> </tr> <tr> <td>Improvisation/ Composition</td> <td>  Actions to music</td> <td>  Links to geography</td> <td>  Music around the world</td> <td>  Create our own song lyrics</td> <td>  History of music</td> </tr> </table>						Hey You! Hip Hop	Rhythm in the Way We Walk!	In the Groove	Round and Round	Your Imagination	Reflect, Rewind, Replay	Key words- Pulse, Beat.	Reggae/ Hip Hop	Blues, folk, baroque	Big Band / Movies	Pop /musicals	Western Classical Music	Improvisation/ Composition	Actions to music	Links to geography	Music around the world	Create our own song lyrics	History of music
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<b>RE</b>	Myself who am I?	Celebrating Christmas		Stories of Jesus	Stories about Moses	Festivals - Jewish Celebrations	Churches and Synagogues																	
<b>PHSE</b>	The Caring School and Feelings Friends and Friendship	Keeping myself safe Focus on Special People and Anti-bullying		Healthy eating and hygiene Physical health and wellbeing		Growing and changing	Keeping myself safe	The world of drugs																

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