

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Term Time	8 weeks	7 weeks	6 weeks	5 weeks	7 weeks	6 weeks
Project	Recovery Curriculum PSHE	History: What happened in 1666 and how did this change things?	Geography: What makes the UK unique?		DT & Art: Would you like to be an artist?	
Hooks/celebrations	Celebrations: Friendship bracelets, feelings face biscuits, feeling faces paper plates.	Hook: Salt dough bread making / large timeline Celebrations: Visit to the fire museum. Firefighter talk & parent presentation	Hook day: Bring in post cards/ souvenirs/ photographs from places in the UK.	Celebrations: Presentation on learning & parents to make UK landmarks models with children.	Hook: Looking at 'Monet'. Children to bring in art work that they have created at home.	Celebration: Exhibition of work & French coffee morning.
English	All about me. School rules & routines Story: Worrysaurus – Writing Instructions on how to make worry monster. Story: Lost & Found – Write about our friends. Story re-tell sentences Story – Be Kind – Make a kindness tree, write sentences about a time when I have been kind and what they did. Story - The Large Family – Write sentences about our family. Write sentences about the story.	Fact sentences about The Great Fire of London. Events of The Great fire of London – writing about them. Spelling days of the week. Diary writing – Writing part of own diary (linked to Samuel Pepys), spelling days of the week. Firefighters information book - Facts sheet about firefighters, Becoming a firefighter – instructions - dealing with the event. Speech bubbles – “Quick the bakery is on fire” Homes then and now – How are they different? Sentences “My house is made of but ...”	Paddington in London story – Writing instructions on how to make a Paddington bear, write a list of things needed to make Paddington. Paddington description – Write a description of Paddington, own story about what Paddington might do. 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, writing questions to ask Nessie. Newspaper report – mapping out. Newspaper report, write second part of the story in their own words.	Thinking like an artist – What would you love to create? Who would you take you inspirations from? Sentences writing Katie and the Water lily pond Memories/ transition How have I changed? – What have they learned to do? What would like in year 2? Memories – What have you enjoyed? What can you remember from year 1? Reflections about what they have achieved? What skills have been useful to have?		

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	<p>Story - Brave Little Owl – Speech bubble (what they owl might say). Talking about resilience.</p> <p>Story - The Most Magnificent Thing. Story predictions</p> <p>Story - The Dot - Talking about challenges. Speech Bubbles (what might the character from the story say).</p>					
SPaG		<p>Identify common and proper nouns</p> <p>Identify subject and verb</p> <p>Adding 'ed' suffix to verbs</p> <p>Identify the subject, verb and object</p> <p>Identify auxiliary verbs (was & were)</p> <p>Adding 'ing' suffix to verbs</p>	<p>Identify auxiliary verbs (am, is & are)</p> <p>Identify simple present tense verbs</p> <p>Writing in the present progressive tense</p>	<p>Recognise adjectives</p> <p>Understand the 'un' prefix</p> <p>Use question marks</p> <p>Use exclamation marks</p> <p>Use the conjunction 'and'</p>		
Class Novel	<p>Julia Donaldson stories</p>	<p>Julia Donaldson stories</p> <p>Stories about firefighters, The Great Fire of London, homes &</p>	<p>Stories based in the UK</p> <p>Traditional Tales</p>	<p>The secret garden</p> <p>Growing books</p>		
Mathematics	<p>Number ordering</p> <p>1 more and 1 less</p> <p>Addition – counting on</p> <p>Subtraction – counting back</p>	<p>Count to and across 100, forwards, backwards, from any number and recognise those numbers in numerals. (Numbers and place value names i.e. 11/'ten and one').</p> <p>Count in 2s, 5s and tens.</p> <p>Represent numbers as objects and on number line.</p>	<p>Compare, describe and solve practical problems for length/height, weight/mass, capacity/volume and time.</p> <p>Measure and begin to record length/height, weight/mass, capacity/volume and time.</p>	<p>Recognise and know the value of different denominations of coins and notes.</p> <p>Sequence events in chronological order using language. e.g. before, after, next, today, etc.- Recognise and use language relating to</p>	<p>Recognise and name common 2d shapes e.g. Square, circle, triangle.</p> <p>Recognise and name common 3d shapes e.g. Cube, cuboids, pyramids and sphere.</p> <p>Describe position, direction and movement including whole, 1/2, 1/4 and 3/4 turns.</p>	<p>Revision and consolidation</p> <p>Number and place value</p> <p>Addition and Subtraction</p> <p>Money</p> <p>Time</p>

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		<p>Understand 'equal to', 'more than', 'less than', 'fewer', 'most' and 'least'.</p> <p>Read & write numbers in numerals and words from 1 to 20.</p> <p>Understand '+' & '-' and '='. Identify 1 more/less.</p> <p>Know number bonds and related subtraction facts to 20 e.g. $9+7=16$; $16-7=9$.</p> <p>Add/Subtract 1-digit and 2-digit numbers to 20, including 0.</p> <p>Solve 1-step problems involving Addition/Subtraction using concrete objects and pictures.</p> <p>Solve missing number problems e.g. $7 = c - 9$</p> <p>Solve 1-step problems involving multiplication/division using objects, pictures and arrays with support.</p> <p>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</p>		<p>days of the week, weeks, months and years.</p> <p>Tell the time to the nearest hour & half past the hour & draw the hands on clock face.</p>	<p>Relate 'clockwise' to the clock face.</p> <p>Use vocabulary such as left, right, top, bottom, above, between, near to etc.</p>	
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Science		<p>Animals including humans 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>Seasons – Autumn Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the season and how day length varies</p>	<p style="text-align: center;">Materials</p> <p>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 style="text-align: center;">Season – Winter & Spring</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the season and how day length varies</p>	<p style="text-align: center;">Plants</p> <p>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 style="text-align: center;">Seasons – Summer</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the season and how day length varies</p>
Humanities		<p>History - The Great Fire of London & Samuel Pepys</p>	<p>Geography - The UK including the local area.</p>	

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		<p>To know about events beyond living memory that are significant nationally: The Great Fire of London.</p> <p>To recall information about the life of a significant individual: Samuel Pepys</p> <p>To recount changes that have occurred in their own life.</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>	
Computing	<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>			
Art and DT	<p>Self – portraits (image of half of face and complete other half).</p> <p>Collage pengium (group activity)</p> <p>Tree collage – Kindness tree</p> <p>Mixing primary colours to make secondary colours</p>	<p>Christmas cards and calendars</p> <p>Autumn pictures (using objects collected on autumn walk)</p>	<p>Sewing felt Paddington bears.</p> <p>Sketches of UK landmarks</p> <p>Mother’s Day cards</p> <p>Easter cards</p> <p>Big box modelling of UK landmarks – <i>celebration</i></p>	<p>Finding out about Monet</p> <p>Clay & cardboard water lilies – inspired by Monet art work</p> <p>Painting water lilies - using brush strokes.</p>
PE	Val Sabin – games	Val Sabin - dance	Val Sabin- gymnastics	<p>Val Sabin - games</p> <p>Val Sabin - athletics</p>
Music	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes –</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>			

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Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Charanga Musitrax 1 supplemented by Year 1 Charanga scheme for appraising

Nativity songs

RE	Myself who am I?	Celebrating Christmas	Stories of Jesus	Stories about Moses	Festivals - Jewish Celebrations	Churches and Synagogues	
PHSE	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