

## Year 1 Long Term Curriculum Map

<b>Year 1</b>	<b>Advent 1</b>	<b>Advent 2</b>	<b>Lent 1</b>	<b>Lent 2</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
<b>Theme / Topic:</b>	Oi Animals!	Wheels on the bus	Toys and teddies	Giants and Beanstalks	Kings and queens	Beside the sea
<b>English:</b>	<b>Oi Frog!</b> <b>Mixed up Chameleon</b> <b>Handa's Surprise</b> Labelling and captions Simple sentences Rhyming phrases Speech bubbles riddles Sequencing retell	<b>Owl Babies</b> <b>Autumn/Bonfire poems</b> <b>The Naughty Bus</b> <b>Nativity story</b> Non-Fiction-Owls Missing poster Rules Retell Story writing	<b>Goldilocks and the 3 Bears</b> <b>Dogger</b> <b>Traction man</b> Invitations Instructions Retell a familiar story	<b>Jack and the Beanstalk</b> <b>The Smartest Giant</b> <b>Spring Poem</b> Instructions Letter writing Question marks, exclamation marks and full stops.	<b>The Queen's Knickers</b> Factfiles Diary Story writing The Queen's Hat/ The Queen's bag.	<b>Storm Whale</b> <b>Tom and Lucy go to the seaside</b> <b>Snail and the Whale</b> Story writing Postcards Posters
<b>Maths:</b>	<u>Place value to 10</u> 1 more 1 less Numbers as words Count forward/backwards Represent objects The numberline Ten frames <u>Addition and subtraction to 10</u> Whole part model Fact families, number bonds	Continue with Addition and subtraction. Geometry - shape Place value to 20	Addition and subtraction to 20 Place value to 50	Measurement Length and Height Mass and volume	Multiplication and division Fractions Position and direction	Place value to 100 Money Time
<b>Science:</b>	<u>ANIMALS</u> Identify and name a variety of common animals including carnivores, herbivores	<u>SEASONS</u> Observe changes across the four seasons.	<u>MATERIALS</u> Distinguish between an object and the material from which it is made.	<u>PLANTS</u> Identify and name a variety of common wild and garden plants, including deciduous and	<u>PLANTS</u> <u>Continued...</u>	<u>SEASONS</u> Observe changes across four seasons.  Observe changes

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	<p>and omnivores. Describe and compare their structure. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Working scientifically</p>	<p>Observe changes across Autumn and winter</p>	<p>Identify, name and describe the properties of a variety of everyday materials. Compare and group. Working scientifically</p>	<p>evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Working scientifically.</p>		<p>across spring and summer Observe and describe weather associated with the seasons and how day length varies.</p>
<p><b>Computing:</b></p>	<p>Computing Skills</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to manipulate and retrieve digital content.</li> <li>• Use technology safely and respectfully.</li> </ul>	<p>Painting</p> <ul style="list-style-type: none"> <li>• Use Technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	<p>Online safety</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Use technology safely and respectfully.</li> </ul>	<p>Word processing</p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	<p>Programming Toys</p> <ul style="list-style-type: none"> <li>• Understand that programs execute by following precise and unambiguous instructions.</li> <li>• Create and debug simple programs.</li> </ul>	<p>Programming with ScratchJn</p> <ul style="list-style-type: none"> <li>• To understand what algorithms are.</li> <li>• How algorithms are implemented as programs on digital devices.</li> <li>• To create and debug simple programs.</li> <li>• To use logical reasoning to predict</li> </ul>

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						behaviour of simple programs.
<b>History:</b>			CHANGES Changes within living memory linked to toys topic.		FAMOUS PEOPLE Significant historical events, people and places in their own locality.	
<b>Geography:</b>		OUR LOCAL AREA Geographical skills and fieldwork Map work, use simple compass directions and locational and directional language.				SEASIDE Linked to seaside topic. Human and Physical Geography Use basic geographical vocabulary.
<b>RE:</b>	Families	Belonging Waiting	Special People Special meals	Change	Holidays and holy days Reconciliation	Our wonderful world
<b>PE:</b>	<b>Games-</b> Val Sabin unit 1- focus on ball skills and games. Using a ball and other apparatus. Play games as an individual and in two's. To move safely and actively around the space. <b>Gymnastics-</b> Val Sabin unit D- Flight, body shapes, sequencing actions.	<b>Games-</b> Val Sabin unit 2 throwing and catching and aiming games  <b>Dance</b> Val Sabin unit 1 To respond to stimuli, make shapes and create patterns to create dance sequences.	<b>Dance-</b> Val Sabin unit 2 Create movement ideas in response to a story or repeated rhythm to create a dance. To observe themselves <b>Games-</b> val sabin unit 3- <b>bat ball skills and games skipping</b> Understand the importance of rules	<b>Athletics-</b> Val Sabin unit 1 Running, throwing and jumping activities, using equipment appropriately.  <b>Gymnastics</b> - Val Sabin unit E- points and patches. To link 2 balances together. To adapt floorwork safely onto apparatus.	<b>Athletics-</b> val sabin unit 2 Combine actions, choose suitable equipment. <b>Multiskills-</b> Teeball Take part in a competitive game <b>Gymnastics</b> Val Sabin unit F. To spin, rock, turn and roll with control on various parts of the body. To plan and link a series of movements	<b>Games-</b> Val Sabin Unit 4-Developing partner work. Running games, sending, receiving and travelling. <b>Dance-</b> Val Sabin unit 3 Rolling and sliding. Change and vary actions, work in pairs

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					together. Maypole practise ahead of May day celebrations and maypole display.	
<b>Design &amp; Technology:</b>	Printing using various means to create print eg wax crayon, tie dye	Working in clay to create a Christmas decoration Food Technology - melting chocolate Create a model vehicle	Design and create a toy using junk modelling Cooking and nutrition	Construct – Use materials to make known objects for a purpose – Carve, Pinch and roll coils and slabs using a modelling media. Make simple joins	Technical Knowledge Construction of a shield and castle.	Design and create a simple kite that will fly
<b>Art:</b>	Textures Observe patterns and simple anatomy. Draw/paint a self portrait. Colours –name, collect and apply colours with a range of tools. Fold and assemble paper to create a frog. Collage using a selection of materials ( chameleon)	Ink Marbling Rubbings – Print with variety of objects Develop impressed images Autumn artwork. Pencil drawings Christmas Card	Winter scenes in paint, chalk and pencil Mosaic teddy bears  Digital Art	Spring flowers drawn from reality and memory Mothers' Day Card	Outdoor sketching of plants and trees  Portraits - self and Queen	Seaside collage scene Drawing shells to create texture
<b>Music:</b>	Pulse  Keep a steady pulse and recognise long and short sounds.	Voice Sing and follow performance instructions to start and stop. Recognise high and low sounds.	Rhythm Play and copy rhythm patterns using graphic notation.	Pitch Sing and perform songs recognising changes in timbre, tempo, pitch and dynamics.	Music technology and structure Use technology to create and change sounds.	20 <sup>th</sup> Century Music Folk music,, experimental and disco
<b>PHSE</b>	Being Me - what makes me, me?	Bullying- being unkind Exploring	Being Safe - people who keep us safe	Being Healthy- food Money Matters - Jack	Being Responsible - Rules and	Drug Education - feeling unwell

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	Difference and Diversity - same and different Link to Science topic - Humans and other animals.	Emotions/relationships - emotions Link to Anti bullying week	Link to RE topic special people	and the beanstalk Link to plants and Jack and the Beanstalk Literacy	responsibilities Link to Kings and Queens History topic	Changes - Growing up Link to RSE
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