

## Year 1 Long Term Curriculum Map

Year 1	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>English:</b>	<b>Cave Baby</b> <b>The Naughty Bus</b> Labelling and captions Simple single clause sentences Sequencing Retell Letter writing Letters, diaries, sequels, non-chronological reports Own adventure story	<b>I want my Hat Back</b> <b>Billy and the Beast</b> Questions, speech bubbles, lists, letters, story sequels. Wanted posters, summary, emails, character descriptions, recipes, Own version 'defeat a monster' narrative.	<b>Beegu</b> <b>The Odd Egg</b> Descriptions, commands, letters, nonsense-word dictionary, poems, non- fiction report Own version alien narrative Thought and speech bubbles, diary entry, letter, certificate. Non-fiction report.	<b>Stanley's Stick</b> Alternative ending, captions, retelling, description. Own version narrative	<b>Lost and found.</b> Character descriptions, retellings, advice letter, instructions, non- chronological reports.	<b>The Magic Bed</b> Own fantasy story, setting description, additional scene, description of magical piece of furniture, lists. Own version fantasy story
<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 Number sentences Fact families, number bonds to 10.	Continue with <u>Addition and subtraction to 10.</u> 8 Fact families Subtraction Subtraction on a numberline <u>Geometry - Shape</u> 2D shapes 3D shapes Sort shapes Patterns with shapes	<u>Place value to 20.</u> More and less Using a numberline Compare numbers.  <u>Addition and subtraction within 20</u> counting on doubles related facts  <u>Place Value within 50</u> Partitioning tens and ones More and less numberlines	<u>Measurement -</u> Length and Height Compare lengths and heights. Measure in non-standard units. Measure in CM	<u>Mass and volume</u> Comparing and measuring mass (non-standard units) heavier/ lighter Comparing and measuring volume (non-standard units) full/ empty <u>Multiplication and division</u> Count in 2's, 5's and 10's Make equal groups. Make arrays. Make doubles. Add equal groups. <u>Fractions</u> Find half and quarter of shapes, objects and quantities. <u>Position and direction.</u> Use positional language above, below, right left, forwards and backwards.	<u>Place value to 100.</u> Partition tens and ones. Numberlines Compare 2-digit numbers.  <u>Money</u> Recognise and know coin and note denominations. <u>Time</u> O clock half past Measure and record time.

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					Describe turns, full, half quarter, clockwise and anticlockwise. Ordinal numbers	
<b>Science</b>	<b>The Human Body</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Seasonal Changes</b> Observe changes across the four seasons. (Autumn and winter) Observe and describe weather associated with the seasons and how day length varies. Everyday Materials 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 of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	<b>Seasonal Changes</b> Observe the seasonal changes across the four seasons -Winter. <b>Animals</b> 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)	<b>Seasonal Changes</b> Observe changes across the four seasons. (Spring) Observe and describe weather associated with the seasons and how day length varies.	<b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. <b>Planting A</b> <b>Planting B</b>	<b>Planting C</b> <b>Seasonal changes</b> Observe changes across four seasons. (Summer) Observe and describe weather associated with the seasons and how day length varies.
<b>Computing:</b>	<b>Computing Skills</b> <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>	<b>Online safety</b> <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>	<b>Word processing</b> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>Use Technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>	<b>Programming scratch Jn</b> <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>	<b>Programming with Scratch Jr</b> <ul style="list-style-type: none"> <li>To understand what algorithms are.</li> <li>How algorithms are implemented as programs on digital devices.</li> </ul>

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						<ul style="list-style-type: none"> <li>To create and debug simple programs.</li> <li>To use logical reasoning to predict behaviour of simple programs.</li> </ul>
<b>History:</b>			<b>CHANGES</b> Changes within living memory linked to toys.		<b>FAMOUS PEOPLE</b> Significant historical events. People and places in their own locality.	
<b>Geography:</b>		<b>OUR LOCAL AREA</b> Geographical skills and fieldwork Map work, use simple compass directions and locational and directional language.				<b>SEASIDE</b> themed Human and Physical Geography Use basic geographical vocabulary.
<b>RE:</b>	Families Belonging	Belonging Cont. Other world faiths- Judaism Waiting	Special People Special meals	Change	Holidays and holy days Other world faiths- Hinduism Reconciliation	Our wonderful world
<b>PE:</b>	<u>Fundamentals</u> Physical: balance, jump, hop, run, speed, agility, dodge, skip, co-ordination Social: collaboration, work safely, support others	<u>Fitness</u> Physical run, jump, co-ordination, balance, stamina, strength, agility, Social: communication, co-operation, support, work safely.	<u>Yoga</u> Physical: balance, flexibility, strength, co-ordination. Social: move safely, listen to others, collaboration.	<u>Target games</u> Physical: Underarm /overarm throw Social: Leadership, collaboration, work safely, encourage others.	<u>Maypole Dancing-</u> <i>Maypole practise ahead of May Day celebrations and maypole display.</i> <u>Net and wall games</u> Physical:	<u>Athletics</u> Physical: Run, balance, agility, co-ordination, hop, jump, leap, throw. Social: work safely, collaboration

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	<p>Emotional: determination, self-regulation, honesty, perseverance Thinking: comprehension, select and apply skills. <u>Ball skills</u> Physical: dribble with hands, roll, throw, catch, dribble with feet, track Social: communication, support others, co-operation Emotional: perseverance, honesty, determination Thinking: exploration, make decisions, comprehension, use tactics.</p>	<p>Emotional: kindness, perseverance, honesty, independence, Determination. Thinking: comprehension, creativity, problem solving, reflection, feedback. <u>Dance</u> Physical: actions, dynamics, space, relationships Social: respect, work safely, collaboration, Communication. Emotional: empathy, confidence, acceptance, determination, kindness. Thinking: creativity, select and apply actions. Copy, repeat actions, provide feedback, recall.</p>	<p>Emotional: concentration, focus, identify feelings Thinking: observation, copy and repeat, recognise, create, select and apply. <u>Invasion games</u> Physical: dribble, throw, catch, kick, receive, run, jump, change direction/speed. Social: supporting others, co-operation, communication, kindness. Emotional: perseverance, confidence, honesty. Thinking: comprehension, identifying strengths and areas for development, select and apply.</p>	<p>Emotional: perseverance, honesty Thinking: comprehension select and apply, creativity <u>Team building</u> Physical: run, jump, hit, balance, co-ordination. Social: trust, communication, inclusion. Emotional: confidence, Determination. Thinking: reflection, planning</p>	<p>Throw, catch, hit, track a ball. Social: support others, work safely, Communication, co-operation. Emotional: perseverance, independence, determination Thinking: comprehension, select and apply, reflectiOon, identify areas of strength and areas for development, decision making. <u>Gymnastics</u> Physical: Travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll. Social: respect collaboration, sharing, work safely Emotional: confidence, perseverance, self-regulation. Thinking: comprehension, select and apply action, creativity</p>	<p>Emotional: Perseverance, independence, honesty, determination thinking reflection, comprehension, select and apply skills. <u>Games send and receive.</u> Physical: roll, throw, catch, track, kick, receive with feet, send with racket. Social: support others, communication. Emotional: determination, honesty, independence Thinking: comprehension, select and apply skills.</p>
<b>Design &amp; Technology</b>	<p><u>Food- Preparing fruit.</u> Generate ideas and design through investigating a variety of fruit and vegetables.</p>		<p>DT- <u>mechanisms</u> <u>Sliders and levers</u> Generate ideas based on a simple design criteria.</p>			<p><u>Structures- Freestanding Structures</u> Generate ideas based on a simple design criteria. Develop, model, and communicate their ideas</p>

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	use tools to help prepare food safely. skills of cut, peel, slice, squeeze, grate, and chop. Select from a range of vegetables and fruit to create a chosen product. Evaluate the product against design criteria.		Develop, model and communicate ideas through drawings and mock ups. Plan, select and use tools to cut, shape and join paper and card. Explore everyday products that use sliders and levers. Evaluate own product in relation to the purpose and design criteria.			through talking, mock ups and drawings. Plan, select and use tools, skills, and techniques. Select new and reclaimed materials and construction kits to build their structures. Explore a range of existing freestanding structures in school and the environment. Evaluate their product against the purpose, user and design criteria. To know how to make freestanding structures stronger, stiffer, and more stable.
<b>Art:</b>		<u>Sculpture- Painting on ceramic tiles- leaves.</u> Know the properties of wet and dry clay. Learn ways to roll and mould clay.		<u>Drawing- Monochromatic Art- Zaria Forman' Wilhelmina Bay Antarctica'</u> control the pencil. learn to create tone in various stages of light and dark. Explore hatching and cross hatching	<u>Painting - Piet Mondrian Composition II Red, Blue, Yellow 1930.</u> Apply paint using brush strokes. Make consistent layers of paint. Use a ruler to create horizontal and vertical lines.	
<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

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<b>PHSE</b>	Being Me - what makes me, me? Difference and Diversity - same and different	Bullying- being unkind. Exploring Emotions/relationships - emotions Anti- bullying week	Being Safe - people who keep us safe.	Being Healthy- food Money Matters - Jack and the beanstalk	Being Responsible - Rules and responsibilities  Relationships	Drug Education - feeling unwell. Changes - Growing up. A journey in Love