

Year 1 Long Term Curriculum Map

Year 1	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
English:	Cave Baby The Naughty Bus Labelling and captions Simple single clause sentences Sequencing Retell Letter writing Letters, diaries, sequels, non-chronological reports Own adventure story	I want my Hat Back Billy and the Beast Questions, speech bubbles, lists, letters, story sequels. Wanted posters, summary, emails, character descriptions, recipes, Own version 'defeat a monster' narrative.	Beegu The Odd Egg 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.	Stanley's Stick Alternative ending, captions, retelling, description. Own version narrative	Lost and found. Character descriptions, retellings, advice letter, instructions, non- chronological reports.	The Magic Bed Own fantasy story, setting description, additional scene, description of magical piece of furniture, lists. Own version fantasy story
Maths:	<u>Place value to 10.</u> 1 more 1 less Numbers as words Count forward/backwards. Represent objects. The number line 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. Describe turns, full, half quarter, clockwise and anticlockwise. Ordinal numbers	<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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Science	Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Seasonal Changes 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.	Seasonal Changes Observe the seasonal changes across the four seasons -Winter. Animals including humans 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)	Animals including humans Cont Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Seasonal Changes Observe changes across the four seasons. (Spring) Observe and describe weather associated with the seasons and how day length varies.	Plants 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. Observing changes in plants.	Seasonal changes Observe changes across four seasons. (Summer) Observe and describe weather associated with the seasons and how day length varies.
Computing:	Computing Skills <ul style="list-style-type: none"> Use technology purposefully to manipulate and retrieve digital content. Use technology safely and respectfully. 	Online safety <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully. 	Word processing <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	Painting <ul style="list-style-type: none"> Use Technology purposefully to create, organise, store, manipulate and retrieve digital content. 	Programming scratch Jn <ul style="list-style-type: none"> Understand that programs execute by following precise and unambiguous instructions. Create and debug simple programs. 	Programming with Scratch Jr <ul style="list-style-type: none"> To understand what algorithms are. How algorithms are implemented as programs on digital devices. To create and debug simple programs. To use logical reasoning to predict behaviour

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						of simple programs.
History:			CHANGES Changes within living memory linked to toys.		FAMOUS PEOPLE Significant historical events. People and places in their own locality.	
Geography:		OUR LOCAL AREA Geographical skills and fieldwork Map work, use simple compass directions and locational and directional language.				SEASIDE themed Human and Physical Geography Use basic geographical vocabulary.
RE:	Creation and covenant	Prophecy and promise Judaism	Galilee to Jerusalem	Dessert to Garden	To the end of the Earth	Dialogue and Encounter
PE:	<u>Fundamentals</u> Physical: balance, jump, hop, run, speed, agility, dodge, skip, co-ordination Social: collaboration, work safely, support others 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	<u>Fitness</u> Physical run, jump, co-ordination, balance, stamina, strength, agility, Social: communication, co-operation, support, work safely. Emotional: kindness, perseverance, honesty, independence, Determination. Thinking: comprehension, creativity, problem solving, reflection, feedback. <u>Dance</u> Physical: actions, dynamics, space, relationships	<u>Yoga</u> Physical: balance, flexibility, strength, co-ordination. Social: move safely, listen to others, collaboration. 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.	<u>Target games</u> Physical: Underarm /overarm throw Social: Leadership, collaboration, work safely, encourage others. 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,	<u>Maypole Dancing-</u> <i>Maypole practise ahead of May Day celebrations and maypole display.</i> <u>Net and wall games</u> Physical: Throw, catch, hit, track a ball. Social: support others, work safely, Communication, co-operation. Emotional: perseverance, independence, determination Thinking: comprehension, select and apply,	<u>Athletics</u> Physical: Run, balance, agility, co-ordination, hop, jump, leap, throw. Social: work safely, collaboration 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.

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	<p>Social: communication, support others, co-operation</p> <p>Emotional: perseverance, honesty, determination</p> <p>Thinking: exploration, make decisions, comprehension, use tactics.</p>	<p>Social: respect, work safely, collaboration, Communication.</p> <p>Emotional: empathy, confidence, acceptance, determination, kindness.</p> <p>Thinking: creativity, select and apply actions. Copy, repeat actions, provide feedback, recall.</p>	<p>Social: supporting others, co-operation, communication, kindness.</p> <p>Emotional: perseverance, confidence, honesty.</p> <p>Thinking: comprehension, identifying strengths and areas for development, select and apply.</p>	<p>Determination.</p> <p>Thinking: reflection, planning</p>	<p>reflection, identify areas of strength and areas for development, decision making.</p> <p><u>Gymnastics</u></p> <p>Physical:</p> <p>Travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll.</p> <p>Social: respect collaboration, sharing, work safely</p> <p>Emotional: confidence, perseverance, self-regulation.</p> <p>Thinking: comprehension, select and apply action, creativity</p>	<p>Emotional: determination, honesty, independence</p> <p>Thinking: comprehension, select and apply skills.</p>
<p>Design & Technology</p>	<p><u>Food- Preparing fruit.</u></p> <p>Generate ideas and design through investigating a variety of fruit and vegetables.</p> <p>use tools to help prepare food safely.</p> <p>skills of cut, peel, slice, squeeze, grate, and chop.</p> <p>Select from a range of vegetables and fruit to create a chosen product.</p> <p>Evaluate the product against design criteria.</p>		<p><u>DT- mechanisms</u></p> <p><u>Sliders and levers</u></p> <p>Generate ideas based on a simple design criteria.</p> <p>Develop, model and communicate ideas through drawings and mock ups.</p> <p>Plan, select and use tools to cut, shape and join paper and card.</p> <p>Explore everyday products that use sliders and levers.</p> <p>Evaluate own product in relation to the purpose and design criteria.</p>			<p><u>Structures- Freestanding Structures</u></p> <p>Generate ideas based on a simple design criteria.</p> <p>Develop, model, and communicate their ideas through talking, mock ups and drawings.</p> <p>Plan, select and use tools, skills, and techniques.</p> <p>Select new and reclaimed materials and construction kits to build their structures.</p> <p>Explore a range of existing freestanding structures in school and the environment.</p>

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						Evaluate their product against the purpose, user and design criteria. To know how to make freestanding structures stronger, stiffer, and more stable.
Art:		<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.	
Music:	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 th Century Music Folk music, experimental and disco
PHSE	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	Being Responsible - Rules and responsibilities Relationships	Drug Education - feeling unwell. Changes - Growing up. A journey in Love