Year 1 Curriculum Map 2019 – 2020

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|  | Autumn 1 | Autumn 2 | | | | | Spring 1 | Spring 2 | | | Summer 1 | | Summer 2 | |
| Topic/Theme | Marvellous Me | | | | | | Around the World Adventures | | | | From gardens to jungles | | | |
| Outdoor Learning |  | | | | | | | | | | SUMMER TERM  Forest School | | | |
| Trips & Visits | Walk around the local area  (church, park, shops, nature reserve) | Laing Gallery | | | | | Visitor with animals  Durham Cathedral | | | Shildon Locomotion | Durham Botanical Gardens | | Visit to allotments or a farm  Beamish | |
| English: Writing Outcomes | \*Personal responses  \*Traditional stories  \*Beginning, middle and end familiar stories  \*Sequencing  \*Re-telling  \*Basic recounts  \*Labels  \*Captions  \*Predictable patterns/rhyme (poetry)  \*Everyday settings  \*Retelling a familiar story  \*Recounts (personal experience)  \*Lists | | | | | | \*Personal responses  \*Retelling a familiar story  \*Biography (sequencing)  \*Patterned language  \*Stories with a pattern  \*Character description/ profiles  \*Writing in a similar form  \*Instructions  \*Information text (features)  \*Simple list poems  \*animal fact files (information writing)  \*Recounts (based on personal experiences) | | | | \*Dictionary  \*Chronological order  \*Personal responses  \*Beginning, middle and end fantasy (fairy) stories  \*Features of narratives  \*Re-telling  \*Recounts (based on personal experiences)  \*Everyday/fantasy settings  \*Reports  \*Riddles  \*Predictable patterns/rhyme (poetry)  \*Performing poems  \*plant fact files (information writing) | | | |
| English: Punctuation & Grammar | \*Speak in sentences  \*Separating words with finger spaces  \*Capital letters and full stops to demarcate sentences  \*say a sentence before writing it.  \*Organise writing left to right and top to bottom | | | | | | \*Joining words and clauses using ‘and’  \*Using capital letter for pronoun ‘I’ and for names  \*Capital letters, question marks and exclamation marks to demarcate sentences | | | | \*Capital letters, question marks and exclamation marks to demarcate sentences  \*Sequencing sentences to form short narratives  \*use adjectives and some descriptive language  \* joins clauses using ‘and, then, because’ | | | |
| English: Spelling | Year 1 common exception words and high frequency words | | | | | | | | | | | | | |
| * vc words * cvc words (short and long vowels) * words with adjacent consonants * **words ending *ff ll ss zz ck*** * **words with the /ng/ sound (*n* before *k*)**   **names the letters of the alphabet in order** | | | | | * words with consonant digraphs and some vowel diagraphs/ trigraphs * alternative vowel phonemes (/ay//ai//a­\_e/) * **new consonant spellings *ph* and  *wh*** * **words ending in *–y*** * **begins to spell the singular plural of words** * **divides words into syllables** | | | | | | * **compound words** * **days of the week** * numbers to 20 * **words ending in *tch*** * **plurals of nouns and verbs adding *–s* and *–es* to words** * **verbs where no change is needed to the root word** * **adding endings *–ing –ed –er*** * **adjectives where no change is needed to the root word** * **adding ­*-er* and *–est*** * **words with the addition of the prefix *un*** * phonetically plausible attempts of new words | | |
| Class Text(s) | Texts about children, school, family life, pets etc  How to Hide a Lion at School  There’s a Lion in my cornflakes  Charlie and Lola  Mr Gumpy’s Outing  Billy’s Bucket  Peace at Last | | | | | | \*Pongo  \*Monkey Puzzle  \*night monkey, day monkey  \* Chimp and Zee  \*Where the wild things are  \*Lost and Found  Non-fiction texts about animals | | | | \*Jack and the Beanstalk  \*Jim and the Beanstalk  \*The Enormous Turnip  \*Handa’s Surprise  \*Pumpkin soup  \*The Princess and the Giant | | | |
| Guided Reading | * listens to poems, stories and non-fiction making links to own experiences * demonstrates understanding when talking with others about what they have read * answers questions about stories read * identifies features of books, e.g. title etc. * recognises predictable phrases | | | | | | * listens to and discusses poems, stories and non-fiction, offering opinions about them * talks about books, using own knowledge and information provided by the teacher * retells key stories, fairy stories and traditional tales orally in simple sentences * joins in with predictable phrases * begins to make simple inferences (from pictures, objects, stories) * talks about the meaning of unfamiliar words * begins to distinguish between fact and fiction * notices when reading does not make sense | | | | * retells stories they have read, heard and discussed using appropriate vocabulary * talks about what is read to them, taking turns and listening to others. Expresses opinions based on these * explains understanding of what they have read * talks about particular characteristics of different types of stories * talks about the significance of the title and events * makes inferences on the basis of what is read * makes simple predictions * discusses word meanings, making links to known words * reads checking texts make sense and correcting inaccurate reading | | | |
| Opportunities for Drama & P4C | Acting out Mr Gumpy’s Outing  Why can lions not really be our pets?  Different family units  Why do people like different foods, have different favourite toys etc? | | | | | | Role play of Brazilian carnival  Discussion about animal habitats being destroyed in the rainforests | | | | Role-play of Jack and the Beanstalk  Discussion about farms, growing food and sustainability | | | |
| Maths | \*Number: Place Value (within 10)  \*Number: Addition & Subtraction (within 10) | \*Geometry: Shape  \*Number: Place Value (within 20) | | | | | \*Number: Addition & Subtraction (within 20, extending to 50)  \*Multiples of 2, 5 & 10 | \*Measurement: Length & Height  \*Measurement: Weight & Volume | | | Number: Multiplication & Division  \*Multiples of 2, 5 & 10  \*Number: Fractions | | \*Geometry: Position & Direction  \*Number: Place Value (within 100)  \*Measurement: Money  \*Time | |
| Science | Everyday Materials  \*identifying different types of materials  \*sorting activities – by type of materials or properties  \*describe properties of a materials and explain why it’s been used to make a certain object  \*Investigations – 3 little pigs house building, making boats, more absorbent material | | | | | | Animals including Humans  \*identifying and sorting animals into types  \*Look at structures of different types of animals, their habitats and how they relate  \*sorting carnivores, herbivores & omnivores  \*bug hunt in local area | | | | Plants  \*labelling parts of a plant and what it needs to survive  \*planting seeds and bulbs  \*Observe changes to their seeds and bulbs over time  \*Sort deciduous and evergreen trees  \*Identifying flowers in the local area – wild and garden plants | | | |
| Seasonal Changes | | | | | | | | | | | | | |
| Science: NC Objectives | \*Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  \*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 processes of a variety of everyday materials  \*Compare and group together a variety of everyday materials on the basis of their simple physical properties | | | | | | \*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) | | | | \*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 | | | |
|  | \*Observe changes across the four seasons  \*Observe and describe weather associated with the seasons and how the day varies | | | | | | | | | | | | | |
| Science Working Scientifically: Activity | Use pictograms to present evidence about the class  Predict whether different materials will float or sink and say why and test materials and find out if they  float or sink | | | | Predict which minibeasts may be found outside.  Why are they found in specific places? | | | | | | CRESS - Use simple observable features to  compare living things  PLANTS WE EAT - Identify the part  of the plant we eat | | | |
| SEASONAL CHANGES - Record the amount of rain water collected in a week and talk about how much rain falls in a week and whether this is what is expected for the time of year | | | | | | | | | | | | | |
| Science Working Scientifically: Skills | begin to ask simple questions and recognise that they can be answered in different ways | | | | begin to observe closely, using simple equipment | | | | | | begin to identify and classify  begin to use their observations and ideas to suggest answers to questions | | | |
| Science: Working Scientifically NC Objectives | During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills:  \*asking simple questions and recognising that they can be answered in different ways  \*observing closely, using simple equipment  \*performing simple tests  \*identifying and classifying  \*using their observations and ideas to suggest answers to questions  \*gathering and recording data to help in answering questions | | | | | | | | | | | | | |
| History | \*toys of the past  \*homes of the past  \*holidays in the past  \*Gunpowder Plot | | | | | | \*George Stephenson  \*Invention of the railways – linking to local history  \* Titanic  \*world explorers | | | | \*Dinosaurs and fossils  \*Mary Seacole  \*Plants and Royalty | | | |
| History: Skills | \*sort artefacts into ‘then’ and ‘now’  \*to ask and answer questions related to different sources and objects  \* begin to build a simple timeline  \*sequence events or objects in chronological order (in living memory)  \*describe memories of key events in their lives | | | | | | \*begin to find out about people and events in other times  \*begin to describe similarities and differences between artefacts  through drama and discussion, \*understand why people did things in the past  \*writing (including reports, labelling, simple recount) | | | | \*use as wide a range of sources as possible  \*to ask and answer questions \*related to different sources and objects  \*through drama and discussion, understand why people did things in the past  \* writing (including reports, labelling, simple recount) | | | |
| History: NC Objectives | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | | | | | Significant historical events, people and places in their own locality | | | | | | The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | | |
| Geography | \*Identifying countries in the UK and their capital cities  \*Recognising different landmarks | | | | | | \*Study of our local area – walks  \*creating simple maps of the local area  \*Identifying human and physical features in the local area | | | | \*Animals around the world  \*comparison between Spennymoor/England and the Brazilian Rainforest | | | |
| Geography: Skills | \*identify daily and seasonal weather patterns in the UK  \*name, locate and identify some characteristics of the countries of the United Kingdom  \*know the capital cities of the United Kingdom  \*know the surrounding seas of the United Kingdom | | | | | | \*identify daily and seasonal weather patterns in the UK  \*identify the location of hot and cold areas of the world  \*use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, valley, sea, ocean, river, soil, vegetation, season, weather, seas, ocean  \*understand geographical similarities and differences through studying the human & physical geography of a small area of the UK, and of a small area in a contrasting non-European country | | | | \* identify daily and seasonal weather patterns in the UK  \*use more detailed vocabulary to describe physical and human features | | | |
| Geography: NC Objectives | * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom * use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | | | | | * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country * Identify the location of hot and cold areas of the world * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | | | | | | * use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop * identify seasonal and daily weather patterns in the United Kingdom | | |
| Art & Design | \*Develop basic drawing skills  \*Colour mixing  \*portraits  Clay pot | | | | | | Textures, collage & fabric  Patterns  Landscapes | | | | Printing  Patterns  Weaving | | | |
| Art & Design: Skills | \*begin to use a variety of drawing tools  \*encourage accurate drawings of people and begin to observe anatomy  \*experiment with and use primary colours  \*Mix colours  \*Apply colours with a range of tools  \*Pinch and roll coils and slabs using a modelling media  \*make simple joins  \*Use drawings to tell a story | | | | | | \*Explore different textures  \*Observe and draw landscapes  \*Make own constructions  \*Use objects to make known objects for a purpose  \*Observe and draw landscapes  \*Make simple collages  \*Create patterns  \*Show awareness of and discuss patterns  \*Observe and use repeating patterns including symmetry | | | | \*Print with a variety of objects and colours  \*Develop impressed images  \* use relief printing to build images  \*use weaving | | | |
| Art & Design: NC Objectives | During Years 1 and 2, pupils should be taught:  \*to use a wide range of materials creatively to design and make products  \*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  \*to develop a wide range of art and design techniques in using colour, texture, pattern, line, shape, form and space  \*about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work | | | | | | | | | | | | | |
| Design & Technology | Constructing moving story pictures. | | | | | | Making an animal glove puppet | | | | Making Healthy Snacks (fruit and vegetable based) | | | |
| Design & Technology: Skills | \*draw on their own experience to help generate ideas  \*use tools e.g. scissors and a hole punch safely  \*assemble, join and combine materials and components together \*using a variety of temporary methods e.g. glues or masking tape  \*evaluate their product by asking questions about what they have made and how they have gone about it | | | | | | \* suggest ideas and explain what they are going to do  \* develop their design ideas applying findings from their earlier research  \* model their ideas in card and paper  \*assemble, join and combine materials and components together (fabrics and sewing)  \*evaluate their products as they are developed, identifying strengths and possible changes they might make | | | | \*identify a purpose for what they intend to design and make  select and use appropriate fruit and vegetables, processes and tools  \*use basic food handling, hygienic practices and personal hygiene  \* evaluate their product by discussing how well it works in relation to the purpose | | | |
| Design & Technology: NC Objectives | In Years 1 and 2, when designing and making, pupils should be taught to:  \*design purposeful, functional, appealing products for themselves and other users based on design criteria  \*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  \*select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  \*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  \*explore and evaluate a range of existing products  \*evaluate their ideas and products against design criteria  \*build structures, exploring how they can be made stronger, stiffer and more stable  \*explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. | | | | | | | | | | | | | |
| Music | Charanga Unit 1 – Hey You! | | Christmas Performance Songs | | Charanga Unit 2 - Rhythm in the Way We Walk and Banana Rap | | | Charanga Unit 3 – In the Groove | | | Charanga Unit 4 – Round and round | | Charanga Unit 5 – Your Imagination | |
| Music: NC Objectives | In Years 1 and 2, pupils should be taught to:  \*use their voices expressively and creatively by singing songs and speaking chants and rhymes  \*play tuned and untuned instruments musically  \*listen with concentration and understanding to a range of high-quality live and recorded music  \*experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | | | | | | | | | | | |
| Computing | \*i-Safe – personal information and being safe online  \*i-write – creating, manipulating and storing digital text | | | | | \*i-safe- personal information and being safe online  \*iModel – introduction to modelling  \*iAlgorithm – unplugged activities to support understanding of algorithms. | | | | | | \*i-safe- personal information and being safe online  \*iProgram – programming physical and virtual toys  \*iData – introduction to data representation | | |
| Computing: NC Objectives | In Years 1 and 2, pupils should be taught to:  \*understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous programs  \*create and debug simple programs  \*use logical reasoning to predict the behaviour of simple programs  \*use technology purposefully to create, organise, store, manipulate, store and retrieve digital content  \*recognise common uses of information technology beyond school  \*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies | | | | | | | | | | | | | |
| PE | Games –  10 Point Hoop  Fundamental movement | | | Games –  Piggy-in-the-middle  Fundamental Movement | | Dance -Themes and Dreams  Gymnastics | | | Games – Rolla Ball  Gymnastics – Making Shapes | | | Games – Bean Bag Throw  Dance – Moving Along | | Athletics  OAA – Where are we going? |
| PE: Objectives | In Years 1 and 2, pupils should be taught to:  \*master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  \*participate in team games, developing simple tactics for attacking and defending  \*perform dances using simple movement patterns | | | | | | | | | | | | | |
| RE | **Harvest and Christmas**  **Introduction to the bible.**  Why is the bible an important book for Christians?  What are some important stories from the bible?  Who is Saint Cuthbert and why is he important?  How and why do Christians celebrate Harvest?  How and why to Christians celebrate Christmas? | | | | | | **Easter**  **The church as a place of worship**  Stories about Jesus.  What can we learn from Jesus?  Why is Easter such an important time for Christians?  Why are churches important buildings for Christians? What are some of the key features of a church?  (visit local church and Durham Cathedral) | | | | **Jesus as a teacher**  How did Jesus and his disciples teach people about God’s love?  How can we show others that we are loving and kind?  What are the Christian values and how are these shown?  Do other people around the world share these values? | | | |
| RE: Objectives | KS1  Knowledge and Understanding of Religion- Children are able to **identify** some beliefs and features of religion.  \*Pupils can recognise and name features of religious life and practice.  \*They can recall religious stories, and recognise symbols, and other verbal and visual forms of religious expression.  Critical Thinking- In response to the religious material they learn about, children are able to express their views and give simple reasons to support these.  \*Pupils talk about what they find interesting or puzzling and what is of value and concern to themselves and others.  Personal Reflection- In relation to religious material studied, children are able to reflect on their own feelings, ideas and values and be aware of others. | | | | | | | | | | | | | |
| SMSC-  Weekly Themes | Laughology – Self Confidence  What is confidence? How can we be more confident?  How can we overcome challenge?  How can I be more independent? | | | Laughology – Support  What is support?  How can I show good listening?  Who supports me?  How can I ask for help?  How can I support others?  How could I build a support system? | | Laughology – Positive Relationships  How can I be a good friend?  How can I show empathy?  How can I resolve conflict?  What is the bigger picture?  Positive relationships in school. | | | Laughology – Achievement and Success  What have I had success in?  What would I like to be successful in?  Why should I not give up?  Can I help others achieve a goal?  How can team work help? | | | Laughology – Coping Skills  What do my feelings mean?  Why do I need coping skills?  How can I make myself feel better?  How can I help myself in school?  How can I help myself out of school?  How can I make others feel better?  How will my coping skills help me in the future? | | Safety and Health  \*Road safety  \*Water safety  \*safety in the home  \*managing risks  \*saying no  How can I be healthy?  Hygiene  Sleep  Food  Exercise |
| Ongoing Themes/ Areas of Learning | e.g. time, measure, seasonal changes | | | | | | | | | | | | | |