



# Year 1 - Curriculum Map – September 2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Seasons and landscapes</b>	<b>Winter Wonderland</b>	<b>Relationships</b>	<b>Superheroes</b>	<b>Ooh, la la!</b>	<b>Save The World!</b>
<b>English</b> Power of Reading	<p><b>POR – ‘The Snail and The Whale’ by Julia Donaldson</b></p> <p>Labels, lists, speech bubbles and captions Basic plot Sequencing events Separating words with spaces Descriptive words Story writing</p> <p><b>SPAG</b> Letters of the alphabet Capital letters and full stops Sounds at the end of words</p>	<p><b>POR - ‘The Princess and The White Bear King’</b></p> <p>Drama Storyboards – retelling the story in the correct order Descriptive words and phrases. Creative writing Description</p> <p><b>SPAG</b> Singular and plural Naming words (nouns) Action words (verbs)</p>	<p><b>POR – ‘The Lonely Beast’</b></p> <p>Descriptive writing Newspaper reports Drama and interviewing Storyboard – retelling the story in the correct order</p> <p><b>SPAG</b> What is a sentence? Suffixes (ing, ed, er) Prefix (un) Adjectives and adding ‘er’ and ‘est’</p>	<p><b>POR – ‘Traction Man’</b></p> <p>Letter writing Drama and role play Story-mapping Comic strips</p> <p><b>SPAG</b> Using ‘and’ as a joining word Capital letters and full stops Question marks Exclamation marks</p>	<p><b>POR – ‘Claude in the City’</b></p> <p>Leaflets Poetry – list poems Story-mapping Writing a postcard in role</p> <p><b>SPAG</b> Finger spaces Words ending in ‘Y’ Ai and oa sounds Oi and ow sounds Ee and oo sounds</p>	<p><b>POR – ‘One Day On Our Blue Planet’</b></p> <p>Descriptive language – action description Free verse poetry Alternative story – creating a book Explanation diagram</p> <p><b>SPAG</b> Long ‘i’ and ‘er’ sounds Air and or sounds Ph and wh Compound words Common exception words</p>
<b>Mathematics</b>	<p><b>Number, place value and rounding</b> Count to and across 100, forwards and backwards. Read and write numbers to 100. Identify one more and one less Represent numbers using objects and pictures including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p>	<p><b>Geometry: properties of shapes</b> Recognise and name common 2-D and 3-D shapes.</p> <p><b>Geometry: position and direction</b> Describe position, direction and movement.</p> <p><b>Number and place</b></p>	<p><b>Number and place value</b> Revisit term 1 teaching.</p> <p><b>Measurement</b> Recognise and know the value of different denominations of coins and notes.</p> <p><b>Addition and Subtraction</b> Solve, represent and record addition and</p>	<p><b>Fractions</b> Recognise, find and name a half and a quarter. Count by reciting numbers in twos and tens from different multiples. Odd and even numbers.</p> <p><b>Measurement</b> Using and comparing different types of</p>	<p><b>Geometry: properties of shapes</b> Revisit and extend term 2 learning</p> <p><b>Geometry: position and direction</b> Revisit and extend term 2 learning</p> <p><b>Addition and subtraction</b> Read, write and interpret mathematical statements involving</p>	<p><b>Fractions</b> Revisit previous learning</p> <p><b>Multiplication and division</b> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>

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	<p><b>Addition and subtraction</b> Represent and use number bonds and related subtraction facts to 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as such as <math>7 = \square - 9</math></p> <p><b>Measurement</b> Sequence events in chronological order. Compare, describe and solve practical problems for: - lengths and heights - mass or weight - capacity / volume Recognise and use language relating to dates, including days, weeks, months and years.</p>	<p><b>value</b> The effect of adding or subtracting zero.  Discuss and solve problems in familiar practical contexts, including using quantities and language of addition and subtraction.</p>	<p>subtraction problems, appropriately choosing and using their number facts and counting (using numbers up to 20).</p> <p><b>Multiplication and division</b> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p>quantities and measures using non-standard units to using standard units</p> <p>Recognising and adding coins</p>	<p>addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts. Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p><b>Number and place value</b> Revisit previous learning. Count, read and write numbers to 100 in numerals. Count in multiples of twos, fives and tens.</p> <p><b>Measurement</b> Tell the time to the hour and half past and draw the hands on a clock face to show these times.</p> <p><b>Addition and Subtraction</b> Pupils solve, represent and record addition and subtraction problems, appropriately choosing and using their number facts and counting.</p>	<p><b>Addition and subtraction</b> Revisit previous leaning and extend Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p><b>Measurement - money</b> Recognise and know the value of different denominations of coins and notes</p>
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<p><b>Science</b></p>	<p><b>Seasons- throughout the year.</b> Physical properties of everyday materials.</p>	<p><b>Materials</b> Identify, describe and compare everyday materials.</p>	<p><b>Animals and lifecycles</b> The lifecycle of a chicken The lifecycle of a frog</p>	<p><b>Plants</b> Identify and name common wild and garden plants. Identify structure of plants.</p>	<p><b>Animals</b> Food chains Classifying animals – herbivore, carnivore, omnivore</p>
<p><b>History</b></p>		<p><b>Why do we remember the fifth of November?</b> -Setting the scene -When, how and why do we celebrate Bonfire Night? -What was the Gunpowder plot? -Why did Guy Fawkes want to kill King James 1? -Was Guy Fawkes a hero or a villain? -Why do we still celebrate fifth of November?</p>	<p><b>What was life like when our Grandparents were children?</b> -Setting the scene -Has childhood always been the same -Was Granddad's bedroom like mine? -How cool was Granny's school? -Did Granddad have an X-Box? -How did Granny spend her pocket money? Here are our digital scrap books.</p>	<p><b>Who are our local heroes?</b> -Setting the scene -Who are our local heroes? -What can pictures tell us about our local heroes? -What can artefacts tell us about our local heroes? What can documents tell us about our local heroes? -What can a visit tell us about our local heroes? Meet or local heroes.</p>	
<p><b>Geography</b></p>	<p><b>What are our seasons</b> -Can we observe the weather? -What have we observed about the weather? -Why does the weather change? -What are the seasons? -What can we find out about the weather in different parts of the country?</p>				<p><b>What's it like where we live?</b> -Places we go -What's near and what's far? -I can read a plan. -I can read a map? -Where's our nearest green space?</p> <p><b>Where does my food come from?</b> - What can we buy in our high street? -How does our food get into the shops? - What plants does old MacDonald grow on his farm? -What animals does Old MacDonald rear on his farm? -Can we create a Great British Picnic?</p>

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<p><b>Art/DT</b></p>	<p><b>Art</b> <b>Andy Goldsworthy</b> To sort items by material and colour. To use a variety of materials to create paths and walls. To select materials and make spirals or circles. To manipulate materials when creating sculptures. To use reflections in art work.</p>	<p><b>Art</b> <b>Colour Creations</b> To be able to identify colours and the objects that are associated with them. To be able to identify primary colours. To be able to mix primary colours to create secondary colours. To be able to create light and dark shades of colour. To be able to produce art based on the work of Kandinsky.</p>	<p><b>Art</b> <b>Paper Art</b> To explore different types of paper used in art. To be able to use paper to create a collage. To be able to work with tissue paper to create a piece of artwork. To be able to use paper to create beads. To be able to use papier mâché to create a sculpture. To be able to create sculptures from paper.</p>	<p><b>DT</b> <b>Moving Pictures</b> – sliding mechanisms, making movies, levers and pivots.</p>	<p><b>DT</b> <b>Homes</b> – shapes and features, designing houses and making houses.</p>	<p><b>DT</b> <b>Eat More Fruit and Veg</b> – prepare fruit and vegetables using senses.</p>
<p><b>Music</b></p>	<p><b>Seasons</b> Develop their vocabulary and understanding of pitch movement through singing, tuned percussion and listening games. <b>Weather</b> Use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p>	<p><b>Ourselves</b> Explore ways of using voices expressively. Develop skills of singing while performing actions and create an expressive story. <b>Water</b> Use voices, movement and instruments to explore changes in pitch. Develop a performance with different pitch shapes and tuned percussion.</p>	<p><b>Our Bodies</b> Respond with bodies to steady beat and rhythm in music. Experience combining rhythm patterns with steady beat using body percussion. <b>Travel</b> Develop performance skills and learn songs about travel and transport from around the world.</p>	<p><b>Machines</b> Explore beat through movement, body percussion and instruments. Combine steady beat with word rhythms and explore changes in tempo. <b>Number</b> Develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p><b>Our School</b> <b>Explore sounds found in school environment.</b> Investigate ways to produce and record sounds using IT to stimulate musical ideas related to geography. <b>Pattern</b> Develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores.</p>	<p><b>Storytime</b> Learn how music can be used to tell a story. Identify contrasts of fast and slow, loud and quiet, leading to a performance. <b>Animals</b> Develop an understanding of pitch through using movement, voices and instruments. Identify contrasts of high and low pitches and create animal chant sounds and sequences.</p>

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<p><b>RE</b></p>	<p><b>Does God want Christians to look after the world?</b> <b>The Creation Story</b> 1- How does it feel to create? 2 and 3- Sequence creation story. <b>4- God would want us to look after his creation.</b> <b>5- How will we now treat the world?</b></p>	<p><b>What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?</b> 1- Special gifts. 2 and 3- Christmas story. 4- Announcing the arrival of the baby. 5- Circle time – place gifts for Jesus under tree.</p>	<p><b>Was it always easy for Jesus to show friendship?</b> 1- What is a friend? 2 and 3- Bible stories about friendship: a. Zacchaeus, b. Stilling the storm, c. Mary, Martha and Lazarus 4- Feelings of the people in the stories. 5- What do I value about my friends?</p>	<p><b>Why was Jesus welcomed as a king on Palm Sunday?</b> 1- What would we do if the Queen came to visit? 2 and 3- Palm Sunday story. 4- How would we welcome him today? 5- Easter story.</p>	<p><b>Is Shabbat important to Jewish children?</b> 1- Which days are special to us? 2 and 3- A day in the life of a Jewish child. What happens at Shabbat? 4- Why do Jewish children celebrate it? 5- Special class meal.</p>	<p><b>Does celebrating Chanukah make Jewish children feel closer to God?</b> 1- What is a celebration? – cards 2 and 3- What is Chanukah? 4- Does celebrating Chanukah make Jewish children feel closer to God? 5- Circle time reflection with handmade candles.</p>
<p><b>ICT</b></p>	<p><b>We are treasure hunters. Using programmable toys.</b> - Understand that a programmable toy can be controlled by inputting a sequence of instructions. -Develop and record sequences of instructions as an algorithm. -Program a toy to follow the algorithm. - Debug their programs -Predict how their programs will work.</p>	<p><b>We are TV chefs. Filming the steps of a recipe</b> - Break down a process into simple, clear steps, as in an algorithm. -Use different features of a video camera. - Use video camera to capture moving images. -Collaborative skills. -Discuss work and think about improvements.</p>	<p><b>We are painters. Illustrating a book</b> -Use the web safely to find ideas for a book. - Select and use appropriate painting tools to create and change images on the computer. -Understand how use of ICT differs from paint and paper. -Create an illustration for a purpose. -Know how to save, retrieve and change their work. -Reflect on work and act on feedback.</p>	<p><b>We are collectors. Finding images using the web</b> -Find and use pictures on the web. -Know what to do if they find pictures that cause concern. -Group images on the basis of binary questions. -Organise images into more than two groups. -Sort images according to criteria. -Ask and answer binary questions about their images.</p>	<p><b>We are storytellers. Producing a talking book</b> - Use sound recording equipment to record sounds. -Develop skills in saving and storing sounds on the computer. - Develop collaboration skills as they work together -Understand how a talking book differs from a paper book. -Reflect on use of ICT. -Share recordings with an audience.</p>	<p><b>We are celebrating. Creating a card digitally</b> -Develop basic keyboard skills by typing and formatting -Develop basic maths skills. -Use the web to find and select images. -Develop skills in storing and retrieving files. - Develop skills in combining text and images. -Discuss work and think about improvements.</p>



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<p><b>PSHE</b></p>	<p><b><u>Value of the month- 2 year cycle</u></b> Happiness Tolerance Respect Friendship</p> <p>Class rules Learning about each other Solving problems Look after each other Happy playtimes Choices</p> <p><b><u>Britishness</u></b> Our UK and the British passport</p>	<p><b><u>Value of the month- 2 year cycle</u></b> Love Generosity Friendship Peace Hope</p> <p><b><u>Friendships</u></b> Making friends Falling out Angry feelings Bullying Home hazards Road safety</p> <p><b><u>Britishness</u></b> Our people and government</p>	<p><b><u>Value of the month- 2 year cycle</u></b> Patience Trust Humility Responsibility</p> <p><b><u>Healthy Lifestyle</u></b> Basic hygiene Growing and changing Families Teeth Staying healthy Personal goals Sex education-our bodies.</p> <p><b><u>Britishness</u></b> Music</p>	<p><b><u>Value of the month- 2 year cycle</u></b> Caring Understanding Independence Positivity</p> <p><b><u>Daring To Be Different</u></b> Likes/dislikes Feeling proud Being special Worrying feelings Staying calm and relaxed Standing up for myself</p> <p><b><u>Britishness</u></b> We live near the French border (to include money)</p>	<p><b><u>Value of the month- 2 year cycle</u></b> Honesty Fairness Courage Perseverance</p> <p><b><u>Joining In and Joining Up!</u></b> Listening Expressing opinions Right and wrong Living things Responsibility Looking after animals as a job</p> <p><b><u>Britishness</u></b> Medway and our school (Rochester Castle and the River Medway)</p>	<p><b><u>Value of the month- 2 year cycle</u></b> Simplicity Compassion</p> <p><b><u>Dear Diary</u></b> Asking for help Loved and cared for Proud and jealous Feelings and behaviour Worries Supporting each other</p> <p><b><u>Britishness</u></b> Tourism</p>
	<p><b><u>Prevent</u></b> Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils' resilience to radicalisation, by providing a safe environment for debating controversial issues at the appropriate level of understanding. <b><u>School values</u></b> taught in assembly/circle time and PSHE lessons -Rule of law -Democracy -Individual liberty -Mutual respect -Tolerance</p> <p><b><u>P4C</u></b> Question every other week that children debate during philosophy time and also incorporated into assemblies and circle times. Questions displayed on a display near the entrance.</p>					

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	<p><b>Special Events</b></p> <p>Spring 2 – Spring Arts Festival Spring 2 – Founders Day Spring 2 – Trip to Eagle Heights (?) Summer 2 – GAF</p> <p><b>Mental Health</b></p> <p>Twelve sessions over the course of the year including building confidence, mindfulness, breath control, friendships, worries, relaxation and strategies to calm myself.</p>					
<b>Forest School</b>	<b>Andy Goldsworthy picture using natural resources.</b>	Mud pies.	Draw new things that are growing.	Create your own super hero using natural resources.	Explore the pond area.	Create your own sea creature using natural materials.
<b>PE</b>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Simple movement patterns.</li> <li>- Respond to a variety of stimuli.</li> <li>- Directions in dance</li> <li>- Moods and feelings in dance to tell a story.</li> <li>- Clear middle and end to sequence by using stillness.</li> <li>- Final dance</li> </ul>	<p><b>Golf</b></p> <ul style="list-style-type: none"> <li>- Rolling a ball underarm</li> <li>- Play golf without equipment</li> <li>- Use of putter</li> <li>- Progressing skills with putter</li> <li>- Chip a golf ball.</li> <li>- Round of golf.</li> </ul>	<p><b>Rugby</b></p> <ul style="list-style-type: none"> <li>- Dodge and weave an object.</li> <li>- Familiarisation of a rugby ball.</li> <li>- Technique to throw a rugby ball</li> <li>- Marking/shadowing.</li> <li>- Passing and moving towards a goal area.</li> <li>- Team work and scoring.</li> </ul>	<p><b>Football</b></p> <ul style="list-style-type: none"> <li>- Familiarisation of the ball</li> <li>- Dribbling</li> <li>- Short passing</li> <li>- Shooting</li> <li>- Game</li> </ul>	<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>- Throwing</li> <li>- Underarm bowling/throwing.</li> <li>- Catching and fielding</li> <li>- Returning the ball to the wicket.</li> <li>- Kwik cricket game.</li> <li>- Playing the game.</li> </ul>	<p><b>Athletics/multi-skills</b></p> <ul style="list-style-type: none"> <li>- Running technique</li> <li>- Chest push</li> <li>- Balance</li> <li>- Jumping</li> <li>- Re-cap on skills learnt</li> <li>- Sports day</li> </ul>

GST Theme “Green and Pleasant Land” highlighted throughout curriculum.