

# Y1 Curriculum Map 2020.21



	Autumn Term 1 1st Sept – 23 <sup>rd</sup> Oct (8 wks)	Autumn Term 2 2 <sup>nd</sup> Nov-18 <sup>th</sup> Dec (7 wks)	Spring Term 1 4 <sup>th</sup> Jan-12 <sup>th</sup> Feb (6 wks)	Spring Term 2 22 <sup>nd</sup> Feb- 26 <sup>th</sup> Mar (5 wks)	Summer Term 1 12 <sup>th</sup> April-28 <sup>th</sup> May (7 wks)	Summer Term 2 7 <sup>th</sup> June-16 <sup>th</sup> July (6 wks)
Whole School Focus eg festivals etc	<ul style="list-style-type: none"> <li>Harvest Festival (Sept)</li> <li>European Language day 26<sup>th</sup> Sept</li> </ul>	<ul style="list-style-type: none"> <li>Halloween 31<sup>st</sup> Oct</li> <li>Guy Fawkes 5<sup>th</sup> Nov</li> <li>Diwali 14<sup>th</sup> Nov</li> <li>Remembrance Day 11<sup>th</sup> Nov</li> <li>Children in Need</li> <li>Christmas - Advent 29<sup>th</sup> Nov</li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year 12<sup>th</sup> Feb</li> </ul>	<ul style="list-style-type: none"> <li>Pancake Tuesday 16<sup>th</sup> Feb</li> <li>Comic Relief 25<sup>th</sup> Feb</li> <li>World Book Day 4<sup>th</sup> March</li> <li>Mother's Day 14<sup>th</sup> March</li> <li>Easter 4<sup>th</sup> April</li> </ul>	<ul style="list-style-type: none"> <li>St George's Day 23<sup>rd</sup> April</li> <li>Queen's Birthday 21<sup>st</sup> April</li> <li>Ramadan 23 April – 23<sup>rd</sup> May</li> <li>Father's Day 20<sup>th</sup> June</li> </ul>	Transition
Year Group Topic/theme	What do you know about where we live? (Geog focus)	Why is the x-box more fun than Grandma and Grandads old toys? (Hist focus)	<b>Why can't a Meerkat</b> live in the North Pole? (Geog focus)	How does your garden grow? (Geog focus)	Dungeons and Dragons (Hist focus)	Where did the wheels on the bus go? (Hist focus)
Visits/visitors	Local walk – geography (map work) Walk to St Paul's Church	Toy Pack From Hancock Museum	RNLI Water Safety talk	Boldon Lodge visit (outdoor experiences) Tunstall Hills Walk Barnes Park Visit Ryhope Beach Walk	Links with Hylton Castle. Newcastle keep visit	Aircraft museum (Washington) Railway museum (Stephenson)
Possible English Key texts,	The smartest giant in town <b>Hamilton's Hats</b> The Mixed up Chameleon Percy the Park Keeper-After the Storm	Winter poems Christmas Story <b>The Owl who was afraid of the dark</b> Owl Babies History books about toys A Key to the Past	Chinese New Year Fact books Lost and Found <b>Meerkat mail</b> <b>Tango makes three</b> <b>Animals from the Polar region fact books</b> Easter Story	<b>Little Red Riding Hood</b> Jack and The Beanstalk The Ugly Duckling Teeny Weedy Tadpole Growing fact books <b>We're going on a Leaf Hunt</b>	St Georges story Royal Family Princess Smarty Pants stories <b>You can't eat a princess</b> Dragon stories Zog Prince Cinders	The Owl and the Pussy Cat <b>We're going on a lion hunt</b> Grace and Family The snail and the whale 3 little pigs (link to materials)  Stories from other cultures

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English	<p><b>Narrative:</b> Write simple sentences to re-tell a story with predictable phrases.</p> <p><b>Recount:</b> Sentences to match pictures, or a sequence of pictures or a recent event.</p> <p>Read and spell common words.</p> <p>Use spaces between words.</p>	<p><b>Narrative:</b> Letter writing Letter to Santa</p> <p><b>Instructions</b> Write simple instructions about something they know well including imperative verbs, precise language and commands.</p>	<p><b>Narrative:</b> Plan and tell a three part story with basic ideas sequenced and story language adopted.</p> <p>Poetry</p>	<p><b>Narrative:</b> Retell a familiar story in 3 parts. Include accurate sentence punctuation.</p> <p><b>Non Chronological Report</b> Describe walk around Ryhope Or Visit to Tunstall Hills with consistent use of tense (past or present depending on the report).</p>	<p><b>Narrative</b> Use patterns and language from familiar Stories. Write a complete story with a beginning, middle and end.</p> <p><b>Instructions</b> Write a simple list of instructions including a numbered list, title and a simple list of equipment.</p> <p>Invitations Inviting a friend to the "Royal Garden Party"</p>	<p><b>Narrative</b> Postcard Writing</p> <p>Write a complete story which includes characterisation e.g. good and bad characters</p> <p><b>Report</b> Assemble information about a subject from their own experience, writing accurately demarcated sentences to describe different aspects of the subject.</p>
Phonics	Letters and sounds Revise phase 3	Letters and sounds Phase 4	Letters and sounds Phase 5	Letters and sounds Phase 5	Letters and sounds Phase 5 / 6	Letters and sounds Phase 6
Mathematics	<p>Wk 1,2: Number assessment/activities</p> <p>Wk 3,4,5,6: Number: Place value (within 10)</p> <p>Wk 7: Consolidation</p>	<p>Wk 1,2,3,4: Number: Addition and Subtraction (within 10)</p> <p>Wk 5,6: Number: Place Value (within 20)</p> <p>Wk 7: Geometry:Shape</p> <p>Wk 8: Assessment/ Consolidation</p>	<p>Wk 1,2,3,4: Number: Addition and Subtraction (within 20)</p> <p>Wk 5,6: Measurement: length and height</p>	<p>Wk 1,2,3: Number: Place value (within 50) (Multiples of 2,5 and 10 to be included)</p> <p>Wk 4,5: Measurement:Weight and Volume</p> <p>Wk 6: Assessment/ Consolidation</p>	<p>Wk 1,2,3: Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included)</p> <p>Wk 4,5: Number: Fractions</p>	<p>Wk 1: Geometry: position and direction</p> <p>Wk 2,3: Number: Place value (within 100)</p> <p>Wk 4: Measurement: money</p> <p>Wk 5,6: Time</p> <p>Wk 7: Assessment/ Consolidation</p>
Science	<p><b>Senses and Human Body</b></p> <ul style="list-style-type: none"> <li>Exploring Senses – knowing which body part is associated with what sense</li> </ul>	<p><b>Why does it get dark earlier in Winter?</b> Observe changes cross the four seasons Observe and describe weather associated with the</p>	<p><b>Animals of Polar regions</b> – learning facts about these animals, what they eat and <b>how they've adapted to live</b> in the cold.</p>	<p><b>Which birds and plants would Little Red Riding hood find in our local area?</b> Plants - identify and describe structures, draw</p>	<p><b>Naming parts of a plant, investigating what plants need to grow. Plants we can eat.</b> Learning about what plants need to grow.</p>	<p><b>What do aliens think of life on planet earth? (materials)</b> Materials – distinguishing between the object and its material. Identifying</p>

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	<ul style="list-style-type: none"> <li>Parts of the human body – identifying, drawing and naming parts of the body</li> </ul> <p><i>Language: head, neck, arms, elbows, knees, face, ears, eyes, hair, mouth, teeth</i></p> <p>Investigation: exploring senses and using senses to categorise and sort.</p>	<p>seasons and how day length varies Features of day and night including temperature</p> <p>Weather, associated with seasons</p> <p><i>Language: light, dark, day night, shadows, rotate, sun, moon.</i></p> <p>Investigation: how does the sun move throughout the day? How is a shadow made? Animals-classifying and grouping</p>	<p>Classifying and grouping – learning the language, amphibian, fish, reptile, mammals, birds.</p> <p>Being able to sort animals into groups, according to their characteristics.</p> <p><i>Language: amphibian, fish, reptile, mammals, birds, carnivore, herbivore, omnivore</i></p> <p>Investigation: how <b>'blubber' would keep an</b> animal warm.</p>	<p>and label diagrams Sorting and classifying plants/trees – looking at similarities and differences.</p> <p>Classifying and grouping – learning the language, amphibian, fish, reptile, mammals, birds.</p> <p><i>Language: leaves, blossoms, petal, fruit, roots, deciduous, evergreen.</i></p> <p>Investigation: How does a tadpole/butterfly/stick insects grow?</p>	<p>Simple tests about what plants need to grow.</p> <p>Setting up experiments— sunflower growing, dying petals Edible plants</p> <p>Investigation: what conditions does a plant need to grow?</p>	<p>materials, describing physical properties of materials. Comparing and grouping materials according to their properties.</p> <p><i>Language: hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof, absorbent, opaque/transparent.</i></p> <p>Investigation: which material to make a parachute?</p>
<p><i>Seasonal Changes &amp; Weather throughout the year (daily weather chart and noticing change to plants, trees and temperature)</i></p>						
Computing	Basic skills – log on and shut down computer, control a familiar programme.	Control a programme on a iPad Programme a device to make it move to a certain location- (Beebots.)  Google maps	Basic Skills - Internet to research light/dark and shadows. Copy and paste an image into word and write a simple sentence.	Basic Skills- Copy and paste an image into word and write a simple sentence.	Understand what an algorithm is. Write a simple algorithm and enter it into a programmable devise. Record sounds and playback c/c music	Basic skills - Use PowerPoint to make a simple presentation.

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<p>Humanities- History/ Geography</p>	<p>What do you know about you live?</p> <p>Our local area in relation to the world (Google earth) Ryhope , Sunderland (human features)</p> <p>Well known local landmarks, (penshaw monument, angel of the north, Tommy, stadium of light)</p> <p>Our school grounds—simple maps/fieldwork. Being able to draw a map showing our walk to school.</p>	<p>Why is the x-box more fun than Grandma and Grandads old toys?</p> <p>Using phrases and words to refer to the past.</p> <p>To ask and answer questions about a person from the past.</p> <p>Understand how we can find out about the past.</p>	<p>Why can't a Meerkat live in the North Pole?</p> <p>The UK weather – seasonal changes between autumn and winter. How does the weather effect what clothes we wear?</p> <p>Polar regions – comparing the weather and how we would keep warm in UK and also in Arctic/Antarctic.</p> <p>Exploring the types of people in the Arctic (Inuits) and how they live.</p> <p>World map/atlases Similarities and differences</p>	<p>Physical/ Human features of the local area. Parks, forests, hills, town, city, village, buildings</p> <p>Places where we find plants, parks, forests. (physical features) Study key human features of surrounding environment</p> <p>Tunstall hill, features of local area and wildlife.</p> <p>Or Barnes Park Visit?</p> <p>Ryhope Beach Walk?</p>	<p>Dungeons and dragons Timelines Chronology</p> <p>Significant historical events, people and places in own locality</p> <p>Ask and answer questions</p> <p>Research the past.</p> <p>Visit an historical site.</p>	<p>Where did the wheels on the bus go?</p> <p>Transport throughout time. How bicycles have changed. How buses and other transport has changed.</p> <p>Flight, train journeys.</p> <p>George Stephenson</p>
<p>RE</p>	<p>Churches - What can we learn about Christian symbols and beliefs by visiting churches?</p>	<p>Christmas – how and why is advent important for Christians?</p>	<p>Why is Jesus special? (stories, parables, miracles)</p>	<p>Easter - What do Christians remember on Palm Sunday?</p>	<p>Buddhism -What can we find out about Buddha? Who is Siddartha? Temples/shrines Vesak festival</p>	<p>Beliefs and stories about the Buddha. Siddartha and the Swan The Monkey King</p>
<p>Art &amp; Design</p>	<p>Art using natural materials... Portraits (Van Gogh) Autumn Art (Andy Goldsworthy and Gustav Klimt birch trees) Autumn Art</p>	<p>Christmas Art and Crafts... Christmas craft/cards – design and make Xmas novelties, decorations and cards. Christmas baking</p>	<p>Warm and cold colours – exploring colour mixing and making a range of shades.</p> <p>Make a polar region scene using silhouette. Sculpting (polar animals)</p>	<p><b>What's that creepy</b> crawly creature? Observational drawings/paintings.</p> <p>Choosing appropriate colours.</p>	<p>JMW Turner (artist – castles and landscapes) Artists who paint flowers (Monet, Van Gough) Printing with fruit and veg</p>	
<p>DT</p>	<p>Can we make a local landmark? Buildings of Ryhope and Local Monuments – using construction materials and</p>	<p>How can we make a moving picture? Designing, making and evaluating a picture with a lever.</p>			<p>Designing a Royal Garden <b>Party...</b> Communicate ideas through talking- plan and design fruit/vegetable salads.</p>	<p>Make 3 little pigs houses</p>

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	junk modelling Models (Antony Gormley Ray Lonsdale)- Clay/ plasticine/ .	Learning how to research and plan, choose appropriate resources and learn skills of cutting and joining.				
PSHE	Rules and Routines Choice and Consequence Families	PSHE will be taught in a cross curricular way throughout the year ensuring coverage of the key points in the statutory RSE guidelines: Children will learn about: <ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Caring friendships</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul>				
British Values	Rule of law – class Rules  Democracy – new school councillors introduced	Individual liberty – Making good choices and seeing consequences Anti-bullying week	Tolerance of other religions – respect for others	Individual liberty – Making good choices and seeing consequences	Tolerance of other religions – respect for others	Democracy – school Council election
PE	Gymnastics floor work – basic/small moves, safe movement, spatial awareness,	Dance- perform dances using simple movement patterns	Gymnastics apparatus – balance, agility and coordination, physical literacy.	Team Games – relay and groups games (rounders, quick cricket)	Athletics – throwing and catching, running and jumping <i>Linked to Olympic games</i>	Dance from around the world – traditional dances School sports event.
Music	Using voices expressively Exploring percussion instruments		Play tuned and untuned instruments musically		Listen with concentration and understanding to a range of high quality live and recorded music	
French	Greet and say goodbye. Ask someones name and say your own Ask how someone is and respond to the same question.		Learn basic vocabulary – colours and days of the week Count numbers 1-5		Learn basic nouns: classroom objects Count numbers 1-10 Say your age.	