




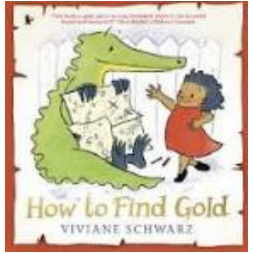


Year 1 curriculum map

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Core Texts	 <p>Traction man Toys in Space Biscuit Bear</p>	 <p>Egg Box Dragon</p>	 <p>Wild</p>	 <p>The Lonely Beast</p>	 <p>The Last Wolf</p>	 <p>How to Find Gold</p>
English – writing opportunities	Labelling sentence structure narra- tive	Narratives instructions poems	Narratives poems	Non-fiction writing Narratives poems	Instructions explanations	Information texts Recounts Narratives poem
English - SPAG	Finger Spaces Capital Letters Full Stops Pronouns Nouns Asking questions Past tense	adjectives Capital letters Full Stops Conjunctions Verbs – ing 1 <sup>st</sup> /3 <sup>rd</sup> person Contractions	Time openers Conjunctions 'un' prefix -ed endings Exclamation marks Question marks	Time openers Prepositions of place 'un' prefix Irregular past tense	-ed endings -ing endings	Time Openers Prepositions Statements and Questions
Maths	<b>Place Value (within 10)-</b> Sort/count objects Count objects from a larger group. Represent objects Recognise numbers as words Count on from any num- ber 1 more/1 less Count backwards within 10 Compare groups by matching	<b>Addition &amp; Subtraction (within 10)</b> Part-whole model Write number sentences Fact Families (addition) Number bonds within 10/to 10 including systematic ways of working Addition – add together/add more Addition problems Find a part Subtraction – find a part Fact families – the eight facts	<b>Place Value (within 20)</b> Count within 20 Understand digit value in 10,11,12,13,14,15,16, 17, 18, 19, 20 1 more/1 less Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 Addition & Subtraction (within 20) Add by counting on within 20	<b>Place Value (within 50)-</b> Count from 20-50 Count by making groups of 10 Partition into tens and ones Number line to 50 Estimate on a number line to 50 <b>Length &amp; Height -</b> Compare lengths & heights Measure length using objects Measure length in centime- tres <b>Mass &amp; Volume -</b>	<b>Multiplication &amp; Division -</b> Count in 2s, 10s & 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups by group- ing and sharing <b>Fractions -</b> Recognise half/quarter of an object or shape Find half/quarter of an ob- ject or shape	<b>Place Value (within 100)</b> Count from 50 – 100 Tens to 100 Partition into tens and ones The number line to 100 1 more/1 less Compare numbers <b>Money -</b> Unitising Recognise coins/notes Count in coins <b>Time -</b> Before & After

	<p>Fewer, more, same Less than, greater than, equals to Compare numbers Order objects and numbers</p>	<p>Subtraction on a number line Add/subtract 1 or 2 <b>Shape</b> – Recognise and name 2D/3D shapes Sort 2dD/3D shapes Patterns with 2D/3D shapes</p>	<p>Doubles/near doubles Number bonds to 20 Subtraction – counting back and finding the difference</p>	<p>Measure/compare mass Full/empty Compare volume Measure/compare capacity</p>	<p>Recognise half/quarter of a quantity Find half a quantity <b>Position &amp; Direction</b> - Describe turns Describe left &amp; right/forwards &amp; backwards/above &amp; below Ordinal numbers</p>	<p>Days of week/months of the year Hours, minutes and seconds Tell the time to the hour/half hour</p>
<p>Science – knowledge and skills White Rose</p>	<p><b>The Human Body Knowledge</b> I know the names of the different parts of the human body. I know the five different senses of the body. <b>Skills</b> I can ask simple questions I can make observations about my own body and compare those to others. I can investigate using my senses.</p> <p><b>Seasonal Change (Autumn) Knowledge</b> I know the names of the four seasons. I know the physical changes associated with the autumn season. I know about the weather and length of day in autumn. <b>Skills</b> I can record data to help in answering questions. I can carry out a simple test I can talk about my findings.</p>	<p><b>Materials Knowledge</b> I know many different types of materials. I know that different materials have different uses. I know how to describe different materials <b>Skills</b> I can identify and classify a variety of different materials. I can make simple observations I can perform simple tests.</p> <p><b>Seasonal change (Winter) Knowledge</b> I know the physical changes linked to winter. I know about the weather and length of day in winter I know the difference between autumn and winter <b>Skills</b> I can describe winter weather I can describe changes between autumn and winter. I can collect and record data to help me to answer questions.</p>	<p><b>Planting A Knowledge</b> I know that there are four main parts of a plant. <b>Skills</b> I can identify and describe the basic structure of a plant.</p> <p><b>Animals Knowledge</b> I know that there are different groups of animals. I know that animals can be grouped by their biological and physical features. I know animals are either omnivore, herbivore or carnivore <b>Skills</b> I can group and classify animals. I can describe and compare a variety of common animals.</p>	<p><b>Caring for the Planet Knowledge</b> I know why it is important to care for our planet. I know how we can care for our planet. <b>Skills</b> I can identify what is harmful/helpful to our planet I can suggest answers to questions.</p> <p><b>Seasonal Changes (Spring) Knowledge</b> I know the physical changes linked to spring. I know how the weather and length of day in spring I know the differences between the winter and spring <b>Skills</b> I can describe spring weather. I can describe changes between winter and spring. I can record data to help me to answer questions.</p> <p><b>Planting B Knowledge</b> I know that plants change overtime. <b>Skills</b> I can describe the different parts of a plant and their uses.</p>	<p><b>Plants Knowledge</b> I know the name of some common wild and garden plants, I know what deciduous and evergreen means. I know the basic structure of common flowering plants, including trees. <b>Skills</b> I can label the different parts of a plant. I can classify plants.</p> <p><b>Planting C knowledge</b> I know that different seasons can affect the growth of plants. <b>Skills</b> I can observe and describe the changes in growth of a plant.</p>	<p><b>Growing and Cooking Knowledge</b> I know where some of my food comes from I know some food groups. <b>Skills</b> I can identify the different parts of a plant that can be used for food. I can explain why fruits and vegetables are the edible parts of the plant. I can create a nutritionally balanced meal.</p> <p><b>Seasonal change (Summer) Knowledge</b> I know the physical changes linked to summer. I know about the weather and length of day in summer I know the difference between spring and summer <b>Skills</b> I can describe summer weather I can describe changes between spring and summer. I can gather and record data to help me to answer questions.</p>

<p>RE Knowledge &amp; Skills</p>	<p><b>What do Christians believe that God is like?</b> <b>Knowledge</b> I know how to develop ideas of our understanding of God. I know what a parable is and can retell one <b>Skills</b> I can give examples of how Christians put their beliefs about God into practice. I can give some examples of a way in which Christians show that they believe that God is loving and forgiving.</p>	<p><b>Why does Christmas matter to Christians?</b> <b>Knowledge</b> I know that stories of Jesus' life come from the Gospels. I know why Jesus is important to Christians. <b>Skills</b> I can retell the birth of Jesus Christ. I can identify what Christians might be thankful for at Christmas time. I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</p>	<p><b>What is the good news that Jesus brings?</b> <b>Knowledge</b> I know that stories from the Bible link to the concept of 'Gospel' or good news. I know that Jesus gives instructions to Christians about how to behave. <b>Skills</b> I can give two examples of ways in which Christians find forgiveness and peace. I can give examples of how Christians use their beliefs in practice. I can think, talk and ask questions about Jesus's good news.</p>	<p><b>Why does Easter matter to Christians?</b> <b>Knowledge</b> I know that incarnation and salvation are part of a 'big story' of the Bible. I know the important parts of the Easter story <b>Skills</b> I can retell the Easter story. I can give examples of how Christians show their belief about Jesus's death and resurrection. I can think, talk and ask questions about how the Easter story</p>	<p><b>Who is Jewish and what do they believe?</b> <b>Knowledge</b> I know some of the main principles of the Jewish religion. I know about Shabbat and what it means to Jews. I know there are different important Jewish festivals such as Chanukah <b>Skills</b> I can identify Jewish artefacts and what they are used for. I can ask questions about how Jewish artefacts are used I can talk about how Shabbat is a special day of the week for Jewish people and give some examples of what Jewish people might do to celebrate.</p>
<p>Geography Kapow Knowledge &amp; skills</p>	<p><b>What is it like here?</b> <b>Knowledge</b> I know the name of the country I live in. I know that a country is a land or nation with its own government. I know that a map is a picture of a place, usually drawn from above. <b>Skills</b> I can use directional language and compass points. I can recognise basic human and physical features on aerial photographs. I can draw a simple sketch map of the school using simple pictures or symbols to represent features.</p>			<p><b>What is the weather like in the UK?</b> <b>Knowledge</b> I know the four seasons of the UK. I know that 'weather' refers to the conditions outside at a particular time. I know that different parts of the UK often experience different weather. <b>Skills</b> I can confidently use the vocabulary 'season' and 'weather'. I can describe the weather in each season in the UK. I can describe the daily weather patterns in their locality.</p>	<p><b>What is it like to live in Shanghai?</b> <b>Knowledge</b> I know the name of the two continents (Europe and Asia). I know that life elsewhere in the world can be similar and different to mine. I know what a human and physical feature is. <b>Skills</b> I can locate Europe and Asia on a map of the world. I can name some key similarities and differences between my local area and a Shanghai I can begin to describe what a physical and human feature is in my local area.</p>

<p>History Kapow Knowledge &amp; skills</p>		<p><b>How am I making history?</b> <b>Knowledge</b> I know that everyday objects have changed over time. I know that artefacts can tell us about the past. <b>Skills</b> I can use common words and phrases for the passing of time. I can explain that some things change while other items remain the same and some are new. I can sort artefacts from then and now.</p>	<p><b>How have toys changed?</b> <b>Knowledge</b> I know a timeline shows the order events happened in the past. I know some similarities and differences between the past and my own life. I know that I can find out about the past by asking people who were there. <b>Skills</b> I can find similarities/ differences over time in my own life. I can recall special events in my own life. I can make simple observations about the past from a source.</p>			<p><b>How have explorers changed the world?</b> <b>Knowledge</b> I know that some people and events are considered 'special' or significant. I know that there are similarities and differences between the past and their own lives. <b>Skills</b> I can use common words and phrases for the passing of time. I can ask how and why questions based on stories, events and people. I can make simple observations from a source.</p>
<p>Art and DT Kapow Knowledge &amp; skills</p>	<p><b>Art: Exploring line and shape</b> <b>Knowledge</b> I know that drawing tools can make different lines/marks/patterns I know changing the pressure on a pencil creates light and dark tones. <b>Skills</b> I can hold tools in different ways to create different lines and marks. I can notice 2D shapes within objects and how they can be used to form the 'bones' of a drawing. I can select appropriate skills to create different effects.</p>	<p><b>DT: Making a moving book</b> <b>Knowledge</b> I know a mechanism is the parts of an object that moves I know a slider mechanism moves an object from side to side or up and down. I know a slider mechanism has a slider, slots, guides and an object. <b>Skills</b> I can design a moving image I can design an image that uses levers and sliders. I can review the success of my moving image.</p>	<p><b>DT: Puppets</b> <b>Knowledge</b> I know different ways to join fabric together. I know a template is used to cut out the same shape multiple times. I know that drawing a design is useful to see how an idea will look. <b>Skills</b> I can use a template to create a design for my puppet. I can cut fabric with scissors. I can use joining/decorating methods to create my puppet.</p>	<p><b>Art: Painting and mixed media</b> <b>Knowledge</b> I know the primary colours. I know that primary colours can be mixed to make secondary colours. I know that there are many different shades of the same colour. <b>Skills</b> I can make secondary colours. I can use paint to print objects. I can make a paint colour lighter or darker.</p>	<p><b>Art: Craft and design woven wonders</b> <b>Knowledge</b> I know how to wrap objects/shapes with wool. I know how to weave I know how to knot, thread and plait materials. <b>Skills</b> I can explore my own ideas using a range of media. I can make choices about which materials I can use to create an effect. I can talk about features of my own and others' artwork.</p>	<p><b>DT: Cooking and nutrition – Fruit Kebabs</b> <b>Knowledge</b> I know that fruit has seeds and vegetables do not. I know that fruit grows on trees or vines. I know that vegetables can grow either above or below ground. <b>Skills</b> I can chop fruit and vegetables safely. I can taste and evaluate different foods expressing my preferences.</p>

<p>Music Sing up Knowledge &amp; skills</p>	<p><b>Menu Song</b> <b>Knowledge</b> I know some simple songs I know my role in a group performance I know what a 'beat' is <b>Skills</b> I can play beats on an instrument I can listen and move in time to a song I can participate in a group performance</p>	<p><b>Colonel Hathi's march</b> <b>Magical musical aquarium</b> <b>Knowledge</b> I know some musical vocabulary I know the features of a march <b>Skills</b> I can use tuned and untuned instruments I can respond to music with movement</p>	<p><b>Football</b> <b>Knowledge</b> I know some musical notes I know the difference between pitched and unpitched notes <b>Skills</b> I can chant rhythmically I can play an untuned instrument I can tap a beat and clap a rhythm</p>	<p><b>Dawn – from sea interludes</b> <b>Musical conversations</b> <b>Knowledge</b> I know a simple singing game I know some musical signals <b>Skills</b> I can add actions to a simple singing game I can respond to musical signals</p>	<p><b>Dancing and drawing to Nautilus</b> <b>Cat and mouse</b> <b>Knowledge</b> I know some musical signals I know how to make a simple musical composition I know some simple notation marks <b>Skills</b> I can copy rhythm patterns I can move suitably to music I can make simple notation marks</p>	<p><b>Come dance with me</b> <b>Knowledge</b> I know a call and response song I know how to hold a beater correctly <b>Skills</b> I can create musical phrases I can use simple instruments I can copy call and response with voice and instruments</p>
<p>PHSE Jigsaw Knowledge &amp; skills</p>	<p><b>Being me</b> <b>Knowledge</b> I know what makes my class is happy and safe place to learn <b>Skills</b> I can give different examples where I or others make my class happy and safe.</p>	<p><b>Celebrating difference</b> <b>Knowledge</b> I know some ways that I am different and similar to other people in my class, and why this makes us all special. <b>Skills</b> I can explain what bullying is and being bullied might make somebody feel.</p>	<p><b>Dreams and Goals</b> <b>Knowledge</b> I know how I feel when I am successful and how this can be celebrated positively. <b>Skills</b> I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p><b>Healthy Me</b> <b>Knowledge</b> I know why I think my body is amazing and know a range of ways to keep it safe and healthy <b>Skills</b> I can give examples of when being healthy can help me feel happy.</p>	<p><b>Relationships</b> <b>Knowledge</b> I know why I have special relationships with some people and how these relationships make help me feels safe and good about myself. <b>Skills</b> I can explain how my qualities help relationships. I can give examples of behaviour in others that I appreciate and behaviours I don't like.</p>	<p><b>Changing me</b> <b>Knowledge</b> I know the correct names for the parts of my body considered private and give reasons why they are private. <b>Skills</b> I can explain why some changes I might experience might feel better than others.</p>

<p><b>Computing Knowledge &amp; skills</b></p>	<p><b>Programming A - Moving a robot</b>  <b>Knowledge</b>  I know how to combine forwards and backwards commands to make a sequence.  I know how to combine four direction commands to make a sequence.  I know how to plan a simple program.  <b>Skills</b>  I can run a command on a device.  I can follow an instruction.  I can explain what my program should do.</p>	<p><b>Grouping data</b>  <b>Knowledge</b>  I know how to group and classify objects.  I know how to compare groups of objects.  I know how to answer questions about groups of objects.  <b>Skills</b>  I can identify the label for a group of objects.  I can find objects with similar properties.  I can decide how to group objects to answer a question.</p>	<p><b>Programming B – Understanding Animations</b>  <b>Knowledge</b>  I know how to choose a command for a given purpose.  I know that a series of commands can be joined together.  I know how to use an algorithm to create a program.  <b>Skills</b>  I can use the commands to move a sprite.  I can run my program.  I can test the programs I have created.</p>	<p><b>Technology around us</b>  <b>Knowledge</b>  I know technology is something that helps us.  I know the main parts of a computer.  I know that there are rules in place to keep us safe when we are using technology.  <b>Skills</b>  I can switch on and log in to a computer.  I can use a mouse to click and drag.  I can open my work from a file.</p>	<p><b>Digital painting</b>  <b>Knowledge</b>  I know how to use the shape tool and the line tools.  I know how to make careful choices when painting a digital picture.  I know how to use a computer on my own to paint a picture.  <b>Skills</b>  I can use the paint tools to draw a picture.  I can create a picture in the style of an artist.  I can choose appropriate paint tools and colours to recreate the work of an artist.</p>	<p><b>Digital writing</b>  <b>Knowledge</b>  I know how to add and remove text on a computer.  I know that the look of text can be changed on a computer.  I know how to make careful choices when changing text.  <b>Skills</b>  I can identify and find keys on a keyboard.  I can type capital letters.  I can identify features of the toolbar.</p>
<p>MFL</p>	<p>N/A</p>					
<p>PE  Get set 4 PE  Knowledge &amp; skills</p>	<p><b>Invasion games</b>  <b>Knowledge</b>  I know what defenders and attackers do in a game.  I know who to pass to and why.  I know how to support a teammate when playing attack.  <b>Skills</b>  I can move into spaces showing an awareness of defenders.  I can stay with a player when defending.  I can dribble with my hands and feet as appropriate.</p>	<p><b>Dance</b>  <b>Knowledge</b>  I know there are counts of 8.  <b>Skills</b>  I can use counts of 8.  I can count in time.  I can explore pathways in my dance.  I can create my own dance using actions, pathways and counts.  I can explore speeds and actions.  I can copy, remember and repeat actions.</p>	<p><b>Gymnastics</b>  <b>Knowledge</b>  I know different ways of travelling.  I know how to perform and link shapes.  I know ways to be stable when performing a balance.  I know how to be controlled when performing a jump.  <b>Skills</b>  I can explore basic and still shapes straight, tuck, straddle, pike.  I can perform balances making their body tense, stretched and curled.  I can explore barrel, straight and forward rolls.  I can explore shape jumps including jumping off low apparatus.</p>	<p><b>Net and wall</b>  <b>Knowledge</b>  I know how to defend space using the ready position.  I know how to play against an opponent.  I know how to keep score.  I know how to hit with a racket.  <b>Skills</b>  I can hit a dropped ball with a racket.  I can throw a ball over a net to land into the court area.  I can use an underarm technique.  I can use the ready position to move towards a ball.</p>	<p><b>Striking and fielding</b>  <b>Knowledge</b>  I know how to catch and hit a ball.  I know how to score points.  I know how to get a batter out.  <b>Skills</b>  I can develop underarm catching.  I can develop over arm throwing  I can develop collecting a ball  I can track and receive a ball.</p>	<p><b>Athletics</b>  <b>Knowledge</b>  I know different ways to travel.  I know how to jump for distance.  I know how to use my body when running.  I know how to throw for distance.  I know different ways to travel.  <b>Skills</b>  I can move at different speeds over distances and changing direction quickly.  I can explore throwing, hopping, jumping and leaping for distance.  I can develop throwing for accuracy.</p>

Cultural capital – core offer	Perform group Amelia Centre visit.	In school Pantomime		(Farmer John)	Wakehurst Place (Farmer John)	
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