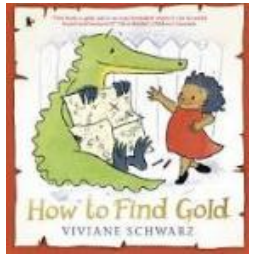


Year 1 curriculum map

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Core Texts	 Traction man Toys in Space Biscuit Bear	 Egg Box Dragon	 Wild	 The Lonely Beast	 The Last Wolf	 How to Find Gold
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 st /3 rd 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	Place Value (within 10)- 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	Addition & Subtraction (within 10) 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	Place Value (within 20) 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	Place Value (within 50)- 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 Length & Height - Compare lengths & heights Measure length using objects Measure length in centime- tres Mass & Volume -	Multiplication & Division - Count in 2s, 10s & 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups by group- ing and sharing Fractions - Recognise half/quarter of an object or shape Find half/quarter of an ob- ject or shape	Place Value (within 100) Count from 50 – 100 Tens to 100 Partition into tens and ones The number line to 100 1 more/1 less Compare numbers Money - Unitising Recognise coins/notes Count in coins Time - Before & After

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

RE Knowledge & Skills	What do Christians believe that God is like? Knowledge I know how to develop ideas of our understanding of God. I know what a parable is and can retell one Skills 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.	Why does Christmas matter to Christians? Knowledge I know that stories of Jesus' life come from the Gospels. I know why Jesus is important to Christians. Skills 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.	What is the good news that Jesus brings? Knowledge 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. Skills 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.	Why does Easter matter to Christians? Knowledge I know that incarnation and salvation are part of a 'big story' of the Bible. I know the important parts of the Easter story Skills 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	Who is Jewish and what do they believe? Knowledge 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 Skills 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.	
Geography Kapow Knowledge & skills	What is it like here? Knowledge 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. Skills 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.			What is the weather like in the UK? Knowledge 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. Skills 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.	What is it like to live in Shanghai? Knowledge 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. Skills 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.	

History Kapow Knowledge & skills		How am I making history? Knowledge I know that everyday objects have changed over time. I know that artefacts can tell us about the past. Skills 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.	How have toys changed? Knowledge 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. Skills 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.			How have explorers changed the world? Knowledge 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. Skills 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.
Art and DT Kapow Knowledge & skills	Art: Exploring line and shape Knowledge I know that drawing tools can make different lines/marks/patterns I know changing the pressure on a pencil creates light and dark tones. Skills 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.	DT: Making a moving book Knowledge 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. Skills 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.	DT: Puppets Knowledge 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. Skills 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.	Art: Painting and mixed media Knowledge 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. Skills I can make secondary colours. I can use paint to print objects. I can make a paint colour lighter or darker.	Art: Craft and design woven wonders Knowledge I know how to wrap objects/shapes with wool. I know how to weave I know how to knot, thread and plait materials. Skills 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.	DT: Cooking and nutrition – Fruit Kebabs Knowledge 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. Skills I can chop fruit and vegetables safely. I can taste and evaluate different foods expressing my preferences.

Music Sing up Knowledge & skills	Menu Song Knowledge I know some simple songs I know my role in a group performance I know what a 'beat' is Skills I can play beats on an instrument I can listen and move in time to a song I can participate in a group performance	Colonel Hathi's march Magical musical aquarium Knowledge I know some musical vocabulary I know the features of a march Skills I can use tuned and untuned instruments I can respond to music with movement	Football Knowledge I know some musical notes I know the difference between pitched and unpitched notes Skills I can chant rhythmically I can play an untuned instrument I can tap a beat and clap a rhythm	Dawn – from sea interludes Musical conversations Knowledge I know a simple singing game I know some musical signals Skills I can add actions to a simple singing game I can respond to musical signals	Dancing and drawing to Nautilus Cat and mouse Knowledge I know some musical signals I know how to make a simple musical composition I know some simple notation marks Skills I can copy rhythm patterns I can move suitably to music I can make simple notation marks	Come dance with me Knowledge I know a call and response song I know how to hold a beater correctly Skills I can create musical phrases I can use simple instruments I can copy call and response with voice and instruments
PHSE Jigsaw Knowledge & skills	Being me Knowledge I know what makes my class is happy and safe place to learn Skills I can give different examples where I or others make my class happy and safe.	Celebrating difference Knowledge I know some ways that I am different and similar to other people in my class, and why this makes us all special. Skills I can explain what bullying is and being bullied might make somebody feel.	Dreams and Goals Knowledge I know how I feel when I am successful and how this can be celebrated positively. Skills I can say why my internal treasure chest is an important place to store positive feelings.	Healthy Me Knowledge I know why I think my body is amazing and know a range of ways to keep it safe and healthy Skills I can give examples of when being healthy can help me feel happy.	Relationships Knowledge I know why I have special relationships with some people and how these relationships make help me feels safe and good about myself. Skills 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.	Changing me Knowledge I know the correct names for the parts of my body considered private and give reasons why they are private. Skills I can explain why some changes I might experience might feel better than others.

Computing Knowledge & skills	Programming A - Moving a robot Knowledge 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. Skills I can run a command on a device. I can follow an instruction. I can explain what my program should do.	Grouping data Knowledge 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. Skills 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.	Programming B – Understanding Animations Knowledge 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. Skills I can use the commands to move a sprite. I can run my program. I can test the programs I have created.	Technology around us Knowledge 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. Skills 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.	Digital painting Knowledge 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. Skills 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.	Digital writing Knowledge 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. Skills I can identify and find keys on a keyboard. I can type capital letters. I can identify features of the toolbar.
MFL	N/A					
PE Get set 4 PE Knowledge & skills	Invasion games Knowledge 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. Skills 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.	Dance Knowledge I know there are counts of 8. Skills 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.	Gymnastics Knowledge 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. Skills 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.	Net and wall Knowledge 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. Skills 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.	Striking and fielding Knowledge I know how to catch and hit a ball. I know how to score points. I know how to get a batter out. Skills I can develop underarm catching. I can develop over arm throwing I can develop collecting a ball I can track and receive a ball.	Athletics Knowledge 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. Skills 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.

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