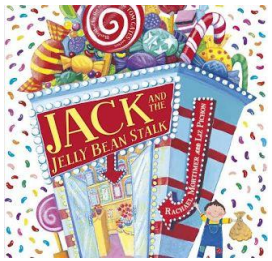
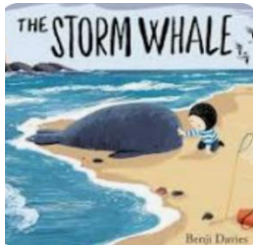
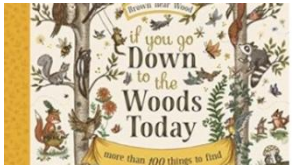
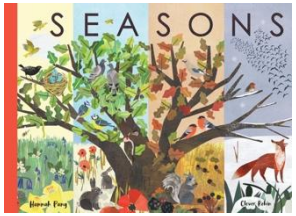
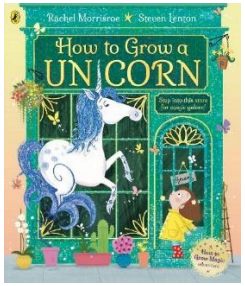
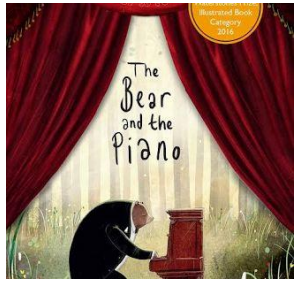
Year 1 curriculum map

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Write Stuff core Texts				 		
English – main writing opportunities	Traditional tale Poem – When I am by myself	Narrative	Narrative changing main character	Non-fiction writing Recount of trip	Instructions – How to grow a unicorn How to make a wand	Narratives – changing character/ place/ object
English - SPAG	Finger Spaces Capital Letters Full Stops Pronouns Nouns Past tense	adjectives Capital letters Full Stops Conjunctions Verbs – ing 1st /3rd person Contractions Exclamation marks Question marks	Time openers Conjunctions 'un' prefix -ed endings	Time openers Prepositions of place 'un' prefix Irregular past tense plurals	-ed endings -ing endings Imperative verbs Sequencing instructions Endings -s/ -es Time openers	Time Openers Prepositions Statements and Questions Suffixes -ing endings

Maths	**Place Value (within 10)-** Sort/count objects Count objects from a larger group. Represent objects Recognise numbers as words Count on from any number 1 more/1 less Count backwards within 10 Compare groups by matching Fewer, more, same Less than, greater than, equals to Compare numbers Order objects and numbers	**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 Subtraction on a number line Add/subtract 1 or 2 **Shape** – Recognise and name 2D/3D shapes Sort 2dD/3D shapes Patterns with 2D/3D shapes	**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 Doubles/near doubles Number bonds to 20 Subtraction – counting back and finding the difference	**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 centimetres **Mass & Volume -** Measure/compare mass Full/empty Compare volume Measure/compare capacity	**Multiplication & Division -** Count in 2s, 10s & 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups by grouping and sharing **Fractions -** Recognise half/quarter of an object or shape Find half/quarter of an object or shape Recognise half/quarter of a quantity Find half a quantity **Position & Direction -** Describe turns Describe left & right/forwards & backwards/above & below Ordinal numbers	**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 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.	**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 obervations 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	**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.	**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**	**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**	**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 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.	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.	I can describe and compare a variety of common animals. .	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.	I can observe and describe the changes in growth of a plant.	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.			**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.	**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 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.			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.	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 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 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 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.	**DT: Making a stable structure** **Knowledge** I know that shapes and structures with wide, flat bases or legs are the most stable. I know adding weight to the base of a structure can make it more stable.	**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.	**Art: Painting and mixed media** **Knowledge** I know the primary colours. I know that primary colours can be mixed to make secondary colours.	**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**	**DT: Cooking and nutrition – Fruit Smoothie** **Knowledge** I know that fruit has seeds and vegetables do not. I know that fruit grows on trees or vines.

	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.	I know that a plan is deciding what to do first and next I know people's idea can help improve my design **Skills** I can cut large shapes and thicker materials I can discuss what I like about different products/ designs I can add stability – using stable shapes and using supporting structures.	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.	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.	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.	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.	**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.	**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. keep the 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 dribble with my hands and feet as appropriate.		I can explore shape jumps including jumping off low apparatus.			I can develop throwing for accuracy.
Cultural capital – core offer		Amelia Centre visit		Visit to garden centre	Wakehurst Place	STEM workshop