



YEAR 1 Curriculum Skills and Theme Map

	AUTUMN		SPRING		SUMMER	
English	<p>Spoken Language Listen carefully to what others are saying in group talk. Respond appropriately to what others say in group talk. Speak clearly and confidently in front of others. Happy to join in with role play.</p> <p>Reading/Phonics/Comp Recap Phase 3 phonics. Phase 4 phonics. Match all 40+ graphemes to their phonemes (Phase 3). Blend sounds in unfamiliar words. Say what they like or dislike about a text. Link what they read or hear read to their own experiences.</p> <p>Texts Thomas the Tank Engine stories.</p> <p>Writing Composition Alliteration Writing Instructions Letter Captions/labelling Recount Compose a sentence orally before writing it. Sequence sentences to</p>	<p>Spoken Language Listen carefully to what others are saying in group talk. Respond appropriately to what others say in group talk. Speak clearly and confidently in front of others. Initiate conversation in collaborative situation. Prepare to ask relevant questions. Happy to join in with role play.</p> <p>Reading/Phonics/Comp Recap Phase 3 phonics. Phase 4 phonics. Match all 40+ graphemes to their phonemes (Phase 3). Blend sounds in unfamiliar words. Read words of more than one syllable that contain taught GPCs. Read words with contractions, e.g. I'm, I'll and we'll. Say what they like or dislike about a text. Link what they read or hear read to their own experiences. Make predictions based on the events in the</p>	<p>Spoken Language Listen carefully to what others are saying in group talk. Respond appropriately to what others say in group talk. Speak clearly and confidently in front of others. Initiate conversation in collaborative situation. Retell a well-known story, remembering the main characters. Prepare to ask relevant questions. Happy to join in with role play.</p> <p>Reading/Phonics/Comp Recap Phase 3/4 Blend sounds in unfamiliar words. Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence). Divide words into syllables, for example, pocket and rabbit. Read phonically decodable texts with confidence. Read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>Spoken Language Listen carefully to what others are saying in group talk. Respond appropriately to what others say in group talk. Speak clearly and confidently in front of others. Initiate conversation in collaborative situation. Hold attention well when collaborating with others. Retell a well-known story, remembering the main characters. Prepare to ask relevant questions to extend understanding and knowledge. Happy to join in with role play.</p> <p>Reading/Phonics/Comp Recap Phase 3/4 Blend sounds in unfamiliar words. Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence). Divide words into syllables, for example, pocket and rabbit. Read phonically de-</p>	<p>Spoken Language Listen carefully to what others are saying in group talk. Respond appropriately to what others say in group talk. Speak clearly and confidently in front of others. Initiate conversation in collaborative situation. Hold attention well when collaborating with others. Prepare to ask relevant questions to extend understanding and knowledge. Does not stray away from main topic when engaged in collaborative talk. Happy to join in with role play.</p> <p>Reading/Phonics/Comp Phonics Phase 5. Blend sounds in unfamiliar words. Read words of more than one syllable that contain taught GPCs. Read phonically decodable texts with confidence. Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).</p>	<p>Spoken Language Listen carefully to what others are saying in group talk. Respond appropriately to what others say in group talk. Speak clearly and confidently in front of others. Initiate conversation in collaborative situation. Hold attention well when collaborating with others. Prepare to ask relevant questions to extend understanding and knowledge. Does not stray away from main topic when engaged in collaborative talk. Prepare to use 'new' words when communicating. Happy to join in with role play.</p> <p>Reading/Phonics/Comp Phonics Phase 5/6 Blend sounds in unfamiliar words. Read words of more than one syllable that contain taught GPCs. Read phonically decodable texts with confidence. Read words with contractions, e.g. I'm, I'll, we'll, and understand that</p>



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	<p>form short narratives. Sequence sentences in chronological order to recount an event or an experience. Leave spaces between words. Begin to punctuate sentences using a capital letter and a full stop.</p> <p>Writing Transcription Name the letters of the alphabet in order. Identify known phonemes in unfamiliar words.</p> <p>Spelling, punctuation & grammar (SPaG) Days of the week. Common exception words the, a, to, is, I, was. Words containing each of the 40+ phonemes already taught.</p> <p>Handwriting Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters and the digits 0-9.</p>	<p>text. Learn some poems and rhymes by heart.</p> <p>Texts Thomas the Tank Engine stories</p> <p>Writing Composition</p> <p>Adjectives</p> <p>Descriptive writing</p> <p>Labelling/Captions</p> <p>Letter Compose a sentence orally before writing it. Sequence sentences to form short narratives. Leave spaces between words. Begin to punctuate sentences using a capital letter and a full stop. Re-read what they have written to check that it makes sense. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Writing Transcription Name the letters of the alphabet in order. Identify known phonemes in unfamiliar words. Use letter names to show alternative spellings of the same</p>	<p>Read words which have the prefix -un added. Make predictions based on the events in the text. Retell key stories orally using narrative language. Understand and talk about the main characteristics within a known key story.</p> <p>Texts Significant author - Nick Butterworth Percy the Park Keeper Class reader - One Snowy Night (Nick Butterworth)</p> <p>Writing Composition Compose a sentence orally before writing it. Sequence sentences to form short narratives. Leave spaces between words. Begin to punctuate sentences using a capital letter and a full stop. Re-read what they have written to check that it makes sense. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>codable texts with confidence. Read compound words, for example, football and playground. Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). Read words which have the prefix -un added. Read words containing 's, es, ing, ed, er, est' endings. Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. Begin to draw inferences from the text and/or the illustrations. Make predictions based on the events in the text. Explain what they understand about a text. Check that the text makes sense to them as they read and correct miscues. Learn some poems and rhymes by heart. Use prior knowledge, context and vocabulary provided to understand texts.</p> <p>Texts Pirates Love Underpants Class reader - The pirate cruncher</p> <p>Writing Composition Sequence sentences to form short narratives. Leave spaces between words. Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Re-read what they have</p>	<p>Read words which have the prefix -un added. Read words containing 's, es, ing, ed, er, est' endings. Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. Begin to draw inferences from the text and/or the illustrations. Make predictions based on the events in the text. Explain what they understand about a text. Check that the text makes sense to them as they read and correct miscues. Learn some poems and rhymes by heart. Use prior knowledge, context and vocabulary provided to understand texts.</p> <p>Texts Pirates Love Underpants Class reader - The pirate cruncher</p> <p>Writing Composition Sequence sentences to form short narratives. Leave spaces between words. Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Re-read what they have</p>	<p>the apostrophe represents the omitted letter(s). Read words which have the prefix -un added. Read words containing 's, es, ing, ed, er, est' endings. Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. Begin to draw inferences from the text and/or the illustrations. Make predictions based on the events in the text. Explain what they understand about a text. Check that the text makes sense to them as they read and correct miscues. Learn some poems and rhymes by heart. Use prior knowledge, context and vocabulary provided to understand texts</p> <p>Texts Variety of seaside poems</p> <p>Writing Composition Sequence sentences to form short narratives. Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Re-read what they have written to check that it</p>
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		<p>phoneme.</p> <p>Spelling, punctuation & grammar (SPaG) Words containing each of the 40+ phonemes already taught. Common exception words - of, has, you, my, they, said, his The days of the week.</p> <p>Handwriting Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters and the digits 0-9. Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>Use 'and' to join sentences together.</p> <p>Writing Transcription Name the letters of the alphabet in order. Identify known phonemes in unfamiliar words. Use letter names to show alternative spellings of the same phoneme.</p> <p>Spelling, punctuation & grammar (SPaG) Words containing each of the 40+ phonemes already taught. Common exception words - be, he, she, we, no, go, so. The days of the week.</p> <p>Handwriting Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters and the digits 0-9. Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>Texts Class Reader - The Magic Far Away Tree</p> <p>Writing Composition Sequence sentences to form short narratives. Leave spaces between words. Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Re-read what they have written to check that it makes sense. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Use 'and' to join sentences together.</p> <p>Writing Transcription Name the letters of the alphabet in order. Identify known phonemes in unfamiliar words. Use letter names to show alternative spellings of the same phoneme. Use syllables to divide words when spelling.</p> <p>Spelling, punctuation & grammar (SPaG) Words containing each of the 40+ phonemes already taught. Common exception words - today, says, your, by, here, love, come, some, one. The days of the week.</p> <p>Handwriting Sit correctly at a table, holding a pencil comfortably and correctly.</p>	<p>written to check that it makes sense. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Use 'and' to join sentences together. Use the suffixes: s, es, ed, er and ing within their writing.</p> <p>Writing Transcription Name the letters of the alphabet in order. Identify known phonemes in unfamiliar words. Use letter names to show alternative spellings of the same phoneme. Use syllables to divide words when spelling. Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</p> <p>Spelling, punctuation & grammar (SPaG) Words containing each of the 40+ phonemes already taught. Common exception words - today, says, your, by, here, love, come, some, one. The days of the week.</p> <p>Handwriting Sit correctly at a table, holding a pencil comfortably and correctly.</p>	<p>makes sense. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Use 'and' to join sentences together. Use the suffixes: s, es, ed, er and ing within their writing. Know how the prefix 'un' can be added to words to change meaning.</p> <p>Writing Transcription Name the letters of the alphabet in order. Identify known phonemes in unfamiliar words. Use letter names to show alternative spellings of the same phoneme. Use syllables to divide words when spelling. Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling. Use the spelling rule for adding s or es for verbs in 3rd person singular.</p> <p>Spelling, punctuation & grammar (SPaG) Words containing each of the 40+ phonemes already taught. Common exception words - once, ask, friend, school, put, push, pull, full, house,</p>
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				<p>Words containing each of the 40+ phonemes already taught.</p> <p>Common exception words - do, are, were, your, there, where</p> <p>The days of the week.</p> <p>Handwriting</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and the digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and the digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>our</p> <p>The days of the week.</p> <p>Handwriting</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and the digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>
Maths	<p>Number and place value</p> <p>-count to and across 20, forwards, beginning with 0 or 1,</p> <p>-count, read and write numbers to 20 in numerals;</p> <p>-given a number, identify one more and one less.</p> <p>Four rules</p> <p>Addition and Subtraction</p> <p>-read, write and</p>	<p>Number and place value</p> <p>-count to and across 50, forwards beginning with 0 or 1, or from any given number.</p> <p>-count, read and write numbers to 50 in numerals;</p> <p>-read and write numbers from 1 to 20 in numerals and words.</p> <p>-given a number to 30, identify one more and one less.</p>	<p>Number and place value</p> <p>-count to 50, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>-count, read and write numbers to 100 in numerals;</p> <p>-count in multiples of twos and tens, forwards and backwards</p> <p>-given a number to 50, identify one more and</p>	<p>Number and place value</p> <p>-count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>-count, read and write numbers to 100 in numerals;</p> <p>-count in multiples of twos and tens.</p> <p>-given a number to 100, identify one more and one less.</p>	<p>Number and place value</p> <p>-count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>-count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</p> <p>-given a number, identify one more and one less.</p> <p>-identify and represent numbers using objects and pictorial representations including the number line,</p>	<p>Number and place value</p> <p>-count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>-count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</p> <p>-given a number to 100, identify one more and one less.</p> <p>-identify and represent numbers using objects and pictorial representations</p>



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	<p>interpret mathematical statements involving addition (+) and equals (=) signs.</p> <p>-represent and use number bonds and related subtraction facts within 10.</p> <p>-use a numberline to count on and back</p> <p>-add and subtract one-digit and two-digit numbers to 10.</p> <p>-double numbers to 5.</p> <p>Measurement</p> <p>-Compare and describe lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>measure and begin to record the following: lengths and heights</p> <p>-Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].</p> <p>-Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Geometry</p>	<p>-identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Four rules</p> <p>Addition and Subtraction.</p> <p>- use a numberline to add and subtract.</p> <p>-read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>-add and subtract one-digit numbers to 20, including zero.</p> <p>-double numbers to 10.</p> <p>Multiplication and Division</p> <p>Count in steps of 2.</p> <p>Fractions</p> <p>-recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Measurement</p> <p>-Compare and describe lengths and heights [for example, long/short,</p>	<p>one less</p> <p>-identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Four rules</p> <p>Addition and Subtraction</p> <p>-Use a 100 square to count on and back from a number within 50</p> <p>-read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>-add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>-double numbers to 10</p> <p>-solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations</p> <p>Multiplication and Division</p> <p>Count in steps of 2 and 5</p>	<p>-identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>-read and write numbers from 1 to 20 in words.</p> <p>Four rules</p> <p>Addition and Subtraction</p> <p>-read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) words.</p> <p>Four rules</p> <p>Addition and Subtraction</p> <p>-read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>-represent and use number bonds and related subtraction facts within 20.</p> <p>-add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>-solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Multiplication and Division</p> <p>Count on and back in steps of 2, 5 and 10.</p> <p>Fractions</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>and use the language of: equal to, more than, less than (fewer), most, least</p> <p>-read and write numbers from 1 to 20 in words.</p> <p>Four rules</p> <p>Addition and Subtraction</p> <p>-read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>-represent and use number bonds and related subtraction facts within 20.</p> <p>-add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>-solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Multiplication and Division</p> <p>Count on and back in steps of 2, 5 and 10.</p> <p>Fractions</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>-read and write numbers from 1 to 20 and words.</p> <p>Four rules</p> <p>Addition and Subtraction</p> <p>-read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>-represent and use number bonds and related subtraction facts within 20.</p> <p>-add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>-solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Multiplication and Division</p> <p>Begin to learn 2, 5 and 10 multiplication tables.</p> <p>Fractions</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four</p>
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	<p>recognise and name common 2-D shapes, including irregular shapes [for example, rectangles (including squares), circles and triangles].</p> <p>Statistics -construct and interpret a pictogram as a group.</p>	<p>longer/shorter, tall/short, double/half] measure and begin to record lengths and heights. -Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. -Recognise and use language relating to dates, including days of the week, weeks, months and years. -Recognise and know the value of different denominations of coins and notes. -Tell the time to the hour and draw the hands on a clock face to show these times.</p> <p>Geometry Pupils should be taught to: recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids</p>	<p>Fractions -recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object or shape</p> <p>Measurement -Compare and describe lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than]. -Measure and begin to record the following: -lengths and heights -mass/weight -time (hours, minutes, seconds). tell the time to the hour and half past the hour. Recognise and know the value of different denominations of coins and notes, use these to 'pay' the correct amount.</p> <p>Geometry</p>	<p>☐ - 9.</p> <p>Multiplication and Division Count in steps of 2, 5 and 10.</p> <p>Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object or shape.</p> <p>Measurement -Compare and describe capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. -measure and begin to record capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. -tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. -recognise and know the value of different denominations of coins</p>	<p>Measurement Solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than]. -recognise and know the value of different denominations of coins and notes, use these to 'pay' the correct amount and begin to give the correct change.</p> <p>Geometry Pupils should be taught to: recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]. 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p>equal parts of an object, shape or quantity.</p> <p>Measurement Solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] -recognise and know the value of different denominations of coins and notes, use these to 'pay' the correct amount and begin to give the correct change.</p> <p>Geometry Pupils should be taught to: recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Describe position, direction</p>
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		(including cubes), pyramids and spheres]. describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Pupils should be taught to: recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Statistics Interpret simple venn diagrams and tally charts	and notes, use these to 'pay' the correct amount. Geometry Pupils should be taught to: recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Statistics Interpret tally charts, block diagrams and simple tables.		and movement, including whole, half, quarter and three-quarter turns.
Focus Question	Who is G.S?		What's at the bottom of the garden?		Oh, why do I like to be beside the seaside?	
SCIENCE	<p>Physics - Seasonal Changes (Autumn 1) To continue throughout the year Observe changes across the four seasons. Observe and describe weather associated with the seasons. Observe how day length varies.</p> <p>Biology - Animals, including humans (Autumn 2) Continued and extended in Summer 2 Say which part of the body is associated with each sense.</p>		<p>Biology - Animals, including humans (Spring 1) Identify and name a variety of common animals (fish, amphibians, reptiles, birds and mammals). Identify and name a variety of animals which are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (as above).</p> <p>Biology - Plants (Spring 2) Identify and name a variety of common, wild and garden plants (including deciduous and evergreen trees).</p>		<p>Chemistry - Materials (Summer 1) Identify and name a variety of everyday materials (wood, plastic, glass, metal. Water and rock) Describe the simple physical properties of everyday materials (see above). Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Biology - Animals, including humans (Summer 2) Identify, name, draw and label the basic parts of a human body and say which part is associated with each sense.</p>	



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		Identify and describe the basic structure of a variety of common flowering plants, including trees.	
Working Scientifically	<p>During the year the children will carry out various experiments and investigations. While working scientifically they will;</p> <ul style="list-style-type: none"> • Ask simple questions and answer these in different ways. • Observe closely using simple equipment. • Perform simple tests • Identify and classify • Use their observations and ideas to suggest answers to questions. • Gather and record data to help answer questions. 		
HISTORY	<p>Significant local person - George Stephenson.</p> <p>Events beyond living memory - Bon Fire Night, Remembrance Day.</p> <p>Vocabulary linked to the passing of time.</p>	History will be taught through famous artists.	<p>Changes in living memory - The Victorians at the seaside.</p> <p>Similarities and differences in between ways of life in different periods.</p>
GEOGRAPHY	<p>All about the UK</p> <p>Countries and capital cities of the UK.</p> <p>Seasonal and daily weather patterns.</p> <p>Locate on maps, atlases and globes.</p> <p>Local and familiar features.</p> <p>Use basic geographical vocabulary to relate to human and physical features.</p>	<p>Directions</p> <p>Locational and directional language to describe the location of features and routes on a map.</p> <p>This will be taught throughout maths and P.E.</p>	<p>Around the world</p> <p>Name and locate the world's seven continents and five oceans using maps, atlases and globes</p> <p>Identify hot and cold countries</p>
ART	<p>Dark and light - drawing techniques.</p> <p>Make clay trains with moving wooden wheels.</p>	<p>Colour, patterns, texture, line and shape</p> <p>Compare and contrast different practises - e.g. William Morris and Georgia O'Keeffe.</p> <p>Evaluate and analyse work.</p>	<p>Seascapes - painting techniques</p> <p>Compare and contrasts different practises e.g. Antony Gormley, Andy Goldsworthy, Claes Oldenburg and Coosje van Bruggen</p> <p>Sand sculptures</p> <p>Evaluate and analyse work</p>
DT	<p>Make junk model trains.</p> <p>Use a range of tools and materials</p> <p>Make bridges.</p> <p>Build structures, exploring how to make them stronger and more stable.</p>	<p>Understanding where food comes from.</p> <p>From food to fork (vegetables/fruit/meat).</p> <p>Evaluate existing healthy snacks.</p> <p>Make a healthy snack for a 'fussy' child.</p> <p>Use ICT to design a poster to sell their product.</p>	<p>Understanding where food comes from</p> <p>make healthy dishes/snacks from the continents</p> <p>Use maps to look at where things are grown</p>



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		Evaluate designs.	
MUSIC	<p>Singing</p> <p>Creating sound effects with un-tuned instruments and body.</p> <p>Listening to music.</p> <p>Explore pitch, dynamics, timbre, duration, pulse and rhythm.</p> <p>Learn Christmas songs.</p>	<p>Singing</p> <p>Listen to music.</p> <p>Play tuned instruments.</p> <p>Explore pitch, dynamics, timbre, duration, pulse and rhythm.</p> <p>Introduce basic notation.</p> <p>Compose music.</p>	<p>Singing and saying chants</p> <p>Play tuned and un-tuned instruments</p> <p>Listen to live music, music from around the world</p> <p>Use notation to compose music</p> <p>Create samba music in small groups and as an ensemble</p>
COMPUTING	<p>E-Safety</p> <p>We are storytellers (Autumn 1)</p> <p>Sound recording, organise, store, retrieve and manipulate data.</p> <p>We are celebrating (Autumn 2)</p> <p>Research, word processing, graphics.</p>	<p>E-Safety</p> <p>We are painters (Spring 1)</p> <p>Creating illustrations using paint.</p> <p>We are TV chefs (Spring 2)</p> <p>Research, video recording, organise, store, retrieve and manipulate data.</p> <p>Watch TV chefs.</p> <p>Movie maker.</p>	<p>E-Safety</p> <p>We are treasure hunters (Summer 1)</p> <p>Control, following instructions, programming</p> <p>We are collectors (Summer 2)</p> <p>Data handling, charts and graphs, organise, store, retrieve and manipulate data</p>
PE	<p>(Autumn 1) Gymnastics - floor work.</p> <p>Individual work.</p> <p>Skills - Outdoor</p> <p>Spatial awareness.</p> <p>Throw and retrieve with feet.</p> <p>(Autumn 2) Creative Dance - train journeys/seasons.</p> <p>Whole class sequences.</p> <p>Skills - Outdoor</p> <p>Spatial awareness.</p> <p>Throw/catch/footwork.</p>	<p>(Spring 1) Gymnastics - floor and small apparatus.</p> <p>Individual work.</p> <p>Skills - Outdoor</p> <p>Throwing and catching.</p> <p>Feet and aiming.</p> <p>Individual and partner skills.</p> <p>(Spring 2) Gymnastics - floor and small apparatus.</p> <p>Partner and team work.</p> <p>Skills - Outdoor</p> <p>Hand eye co-ordination.</p> <p>Individual and partner skills.</p>	<p>(Summer 1) Dance</p> <p>Athletics</p> <p>Individual and small group work</p> <p>(Summer 2) Dances from around the world</p> <p>Athletics</p> <p>Intra competitions</p>
RE	<p>Belonging (Autumn 1)</p> <p>The Christmas Story (Autumn 2)</p>	<p>Sacred Texts (Spring 1)</p> <p>New Life/ Easter (Spring 2)</p>	<p>Islam (Summer 1)</p> <p>Founders and Leaders/Belonging (Summer 2)</p>
PSHE	<p>New Beginnings (Autumn 1)</p> <p>Getting on and Falling Out (Autumn 2)</p> <p>Anti-bullying Week</p>	<p>Good to be me (Spring 1)</p> <p>Going for Goals (Spring 2)</p>	<p>Relationships (Summer 1)</p> <p>Changes (Summer 2)</p>



YEAR 1 Curriculum Skills and Theme Map

Preparation for Life in Modern Britain			
Knowledge and Understanding	Key Elements	Curriculum areas	Activities
Social justice and equality	Awareness of rich and poor	RE, PSHCE, History	Good to be me Conditions in childhood linked to <i>George Stephenson</i>
Diversity	Greater awareness of similarities and differences between people	PSHCE, RE, English	Good to be me RE-Respect for Everyone Link to <i>Thomas the Tank Engine</i> characters, other story characters.
Globalisation and Interdependence	Sense of the wider world Links and connections between different places	Music, Geography, History	Music around the world <i>Barnaby Bear</i> and <i>George Stephenson</i> work Remembrance activities
Sustainable Development	Our impact on the environment Awareness of the past and the future	RE, Science, History	Harvest festival and activities ECO Team, recycling Farm to Fork activities linked to <i>Percy the Park Keeper</i> <i>George Stephenson</i> and <i>Seaside</i> topics
Peace and conflict	Conflicts past and present in our society and others Causes of conflict and conflict resolution - at a personal level	PSHCE, History	Getting on, falling out and Relationships Circle time on feelings and resolving problems. Friendship Week and related activities WW1 week
Skills			
Critical thinking	Looking at different viewpoints Developing an enquiring mind	PSHCE, RE	RE-Respect for Everyone Who is G.S?
Ability to argue effectively	Beginning to state an opinion based on evidence	English	Character descriptions Train character personalities (<i>Thomas the Tank Engine</i>)
Ability to challenge injustice and inequalities	Beginning to identify unfairness and take appropriate action	PSHCE	Circle time discussing problems. Anti-bullying week
Respect for people and things	Empathising and responding to the needs of others Making links between our lives and the lives of others	RE, PSHCE	Good to be me RE-Respect for Everyone Bright Ideas council meeting Playground palls Christmas Rotary boxes
Co-operation and conflict resolution	Tact and diplomacy	PSHCE	Getting on and falling out



YEAR 1 Curriculum Skills and Theme Map

	Involving/including our society and others Sharing and participating Resolving arguments peacefully		Bright ideas group, linked to school council Playground palls Friendship week, School and Team assemblies Christmas Production Class Assemblies
Values and Attitudes			
Sense of identity and self esteem	Awareness of and pride in individuality	PSHCE, RE	Star cards for behaviour/ effort Good work certificates Star of the Day Care Bear Thomas characters Going for Goals RE-Respect for Everyone
Empathy and sense of common humanity	Interest and concern for others in a wider sphere	Geography, RE	Red Nose Day Children in Need RE-Respect for Everyone Farm to Fork
Commitment to social justice and equity	Sense of personal indignation Willingness to speak up for others		Bright Ideas Eco groups
Valuing and respecting diversity	Valuing others as equal and different Willingness to learn from experiences of others	PSHCE, RE, English	Friendship Week Playground palls Red Nose Day Link to character relationships in chosen stories.
Concern for environment and commitment to sustainable development	Concern for the wider environment Beginning to value resources Willingness to care for the environment	PSHCE	ECO Team , recycling Gardening Projects Bright ideas group Percy the Park Keeper and Seaside links Classroom monitor jobs General classroom ethos
Belief that people can make a difference	Awareness that our actions have consequences Willingness to cooperate and participate	PSHCE, Geography, PE	Circle time, Rotary Christmas boxes Red Nose Day fund raising Sports Day/intra-class competitions Small group activities