

Year 1 Curriculum Map

	Autumn 1 Why do we need maps?	Autumn 2 Why is Lucy Quinnell's home important?	Spring 1 What is the weather like in the UK?	Spring 2 Why is Amy Johnson significant?	Summer 1 What is it like to live in Shanghai?	Summer 2 How have explorers changed the world?
Maths	<p>Place Value (within 10)</p> <ul style="list-style-type: none"> Counting 1:1 correspondence - Representing 10 Counting on and back Finding one more/one less Greater than less than Ordering/ comparing Ordinal numbers Number lines/tracks <p>Addition and subtraction</p> <ul style="list-style-type: none"> Part whole model Symbols (+, -, =) Number bonds to 10 Fact families Simple addition 	<p>Addition and Subtraction cont.</p> <ul style="list-style-type: none"> Simple subtraction Finding the difference Comparing addition and subtraction statements <p>Geometry</p> <ul style="list-style-type: none"> Recognise 3D shapes Sort 3D shapes - Recognise 2D shapes Sort 2D shapes Identifying patterns within 2D & 3D shapes 	<p>Place Value (Numbers from 11-20)</p> <ul style="list-style-type: none"> Tens and Ones One more one less Compare objects/ numbers Order numbers <p>Addition and Subtraction (within 20)</p> <ul style="list-style-type: none"> Add by counting on Add ones using number bonds Find and make number bonds Subtraction not crossing 10 Subtraction, counting back Subtraction crossing 10 Comparing number sentences 	<p>Place value (within 50)</p> <ul style="list-style-type: none"> Counting to 50 in 10s Counting on and back to 50 Tens and Ones Representing numbers to 50 One more one less Compare objects/ numbers Order numbers Counting in 2s Counting in 5s <p>Length & Height</p> <ul style="list-style-type: none"> Compare lengths Compare heights <p>Mass & Volume</p> <ul style="list-style-type: none"> Introduce weight & mass Measure mass Compare mass Weight & mass problems Capacity & volume 	<p>Multiplication & Division</p> <ul style="list-style-type: none"> Recap count in 2s Recap count in 5s - Count in 10s Make equal groups Add equal groups Intro & make arrays Make doubles Making equal groups and sharing groups <p>Fractions</p> <ul style="list-style-type: none"> Making half Making a whole Finding half of a quantity Finding a quarter of a quantity <p>Position & Direction</p> <ul style="list-style-type: none"> Describe turns Describe positions 	<p>Place value (within 100)</p> <ul style="list-style-type: none"> Counting to 100 by making 10s Counting on & back Introducing the 100 square Partitioning numbers Comparing/ordering numbers One more one less <p>Money</p> <ul style="list-style-type: none"> Recognising coins Recognising notes - Counting coins <p>Time</p> <ul style="list-style-type: none"> Before & after Dates Time to the hour Time to the half hour Writing time Comparing time

				<ul style="list-style-type: none"> Measure & compare 		
Literacy	<p>Narrative Linked to The Bumblebear</p> <p>Narrative Linked to Oliver's Vegetables.</p>	<p>Recount Trip to Leatherhead's oldest house</p> <p>Narrative Linked to Something Else</p> <p>Letter Father Christmas</p>	<p>Diary Paddington</p> <p>Non-chronological report Weather</p>	<p>Narrative Mrs Armitage on Wheels</p> <p>Recount Trip to Brooklands Museum</p>	<p>Narrative Stories from around the world – Ruby's Chinese New Year</p> <p>Letter Dear Greenpeace</p> <p>Instructions How to make a 3D bird</p>	<p>Adventure story Lost and Found</p> <p>Explanation Growing a sunflower</p> <p>Poetry Shape poems linked to plants</p>
Guided Reading	<ul style="list-style-type: none"> The Bumblebear The Leaf Thief My Shadow is Pink What the ladybird heard Oliver's vegetables First Animal Encyclopedia (non-fiction) People Need People 	<ul style="list-style-type: none"> Three little pigs Brilliant Body (non-fiction) Something else The Christmas Story The Jolly Christmas Postman Dear Santa 	<ul style="list-style-type: none"> My Nana's Garden Alfie weather Paddington at the Palace The Tower bridge cat The Invisible What happened to you? 	<ul style="list-style-type: none"> Journey Oi! Get off our Train Mrs Armitage on wheels If All The World Were... The great paper caper Material (non-fiction) 	<ul style="list-style-type: none"> Ruby's Chinese new year And tango makes three Here we are The Magic Paintbrush China (non-fiction) Dear Greenpeace 	<ul style="list-style-type: none"> Tree: seasons come, seasons go The Lumberjack's Beard Look up Little People Big Dreams – Mae Jamieson (non-fiction) Lost and found The Tiny Seed
History / Geography	<p>Why do we need maps?</p> <p>Investigate our Key Stage 1 playground and outside area.</p> <ul style="list-style-type: none"> To use simple compass 	<p>Why is Lucy Quinnell's home important?</p> <p>Investigate significant historical events, people and places in their own</p>	<p>What is the weather like in the UK?</p> <p>Studying the countries and cities that make up the UK and learning about the seasons and</p>	<p>Why is Amy Johnson significant?</p> <p>Look at modern transport – changes within living memory. Where appropriate, these should be used to reveal</p>	<p>What is it like to live in Shanghai?</p> <p>Identifying continents, oceans and countries outside the UK using a world map (with a focus on China).</p>	<p>How have explorers changed the world?</p> <p>Finding out about events and people beyond living memory, children particularly think about explorers and</p>

	<p>directions (North, South, East and West) and locational and directional language [near and far; left and right], to describe the location of features and routes on a map.</p> <ul style="list-style-type: none"> To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map with labels with key features; and use and construct basic symbols in a key. To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. To look at a simple map of the local area 	<p>locality - Leatherhead</p> <p>Visit Lucy Quinnell's house - oldest in Leatherhead</p> <ul style="list-style-type: none"> To describe some themes from the past. To point out some similarities and differences between aspects of my life and the life of people in the period I am learning about. To use information from more than one source in and for my answers. 	<p>their associated weather.</p> <p>Considering how we change our behaviour in response to different weather and keeping a weather diary or record. Investigating the UK's hot and cold places using weather maps with a simple key.</p> <ul style="list-style-type: none"> To locate the four countries of the UK. To identify seasonal changes in the UK. To identify the four compass directions. To investigate daily weather patterns. To identify daily weather patterns in the UK. To understand how the weather changes with each season. 	<p>aspects of change in national life events beyond living memory that are significant nationally or globally, the first aeroplane flight</p> <ul style="list-style-type: none"> To describe some events from the past. To sequence a few events, objects or pieces of information on a timeline. To point out some similarities and some differences between the ways of life of different people living at the time we are learning about. To use information from more than one source to answer a question. To talk about some of the different ways that the past is recorded or represented. 	<p>Identifying physical features of Shanghai using aerial photographs and maps and as well as human features, through exploring land-use then comparing these features to those in the local area. Making a simple map using data they have collected through fieldwork.</p> <ul style="list-style-type: none"> To recognise physical and human features. To draw a sketch map. To name and locate some continents on a world map. To identify physical and human features of a non-European country. To describe what it is like in Shanghai. To compare Shanghai to a small area of the UK. 	<p>what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p> <ul style="list-style-type: none"> To know what an explorer is. To recognise the achievements of different explorers using photographs. To record events on a timeline. To use photographs to find out about the past. To recognise changes and similarities (continuities) over time. To describe the significance of some people and events within history.
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	<p>and identify the things they know and have seen.</p> <ul style="list-style-type: none"> To create an aerial map of the school/local area as a class by using different sized blocks. To observe and record information, take photos, explain what the photos show. Create memory maps to show a journey. 					
Art / DT	<p>DT - Structures</p> <ul style="list-style-type: none"> Focus: Free standing structures 	<p>Art – Drawing</p> <ul style="list-style-type: none"> Drawing, sketchbooks (Spirals – Molly Haslund) Focus: drawing, sketch books 	<p>Art – Print</p> <ul style="list-style-type: none"> Print, colour, collage (Simple print making/ explore water colour/inspired by flora/fauna) Focus: print, paint, collage, drawing, sketchbook Surface and colour 	<p>DT - Food</p> <ul style="list-style-type: none"> Focus: Preparing fruit and Veg including cooking and nutrition 	<p>Art – Three dimension sculpture</p> <ul style="list-style-type: none"> Working in three dimensions - sculpture (making birds) Focus: sculpture, drawing, collage 	<p>DT - Mechanisms</p> <ul style="list-style-type: none"> Focus: sliders and levers
Science	<p>Animals including Humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) 	<p>BSW Weather</p> <ul style="list-style-type: none"> Discuss the difference between the weather and the climate. (Link to seasonal changes Y1) Understand how some greenhouse 	<p>Materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties. 	<p>Plants</p> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants including trees. Identify and name a variety of common wild 		

	<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Seasonal Changes to be revisited across the year.</p> <p>Observe changes across four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>gases are produced.</p> <ul style="list-style-type: none"> Know how climate change can affect the planet. Discuss ways to slow down and prevent climate change. Discuss ways to slow down and prevent climate change. <p>Seasonal Changes</p>	<p>Seasonal Changes</p>		<p>and garden plants including deciduous and evergreen trees.</p> <p>Seasonal Changes</p>	
Computing	<p>Unit 1.1 Online Safety & Exploring Purple Mash</p> <ul style="list-style-type: none"> What is a password and why should we keep them safe? What is a digital avatar? Where is my work stored on Purple Mash? 	<p>Unit 1.2 Grouping & Sorting</p> <ul style="list-style-type: none"> In what ways can we sort objects? <p>Unit 1.3 Pictograms</p> <ul style="list-style-type: none"> What is a pictogram? What is data? How can I compare data? 	<p>Unit 1.4 Lego Builders</p> <ul style="list-style-type: none"> What is an instruction? Why do we need to debug code? <p>Unit 1.5 Maze Explorers</p> <ul style="list-style-type: none"> What is 2Go? How do I undo a mistake on 2Go? 	<p>Unit 1.6 Animated Story Books</p> <ul style="list-style-type: none"> What is 2Create a Story? What is an animated story? How can I make my story better? 	<p>Unit 1.7 Coding</p> <ul style="list-style-type: none"> What is coding? Why is it useful to design before coding? How can you make characters move in a 2Code program? 	<p>Unit 1.9 Technology outside school</p> <ul style="list-style-type: none"> What is technology? How does technology make our lives easier?
PSHE	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> Keeping healthy; food and exercise, hygiene routines; sun safety Recognising what makes them unique and special; feelings; managing when things go wrong How rules and age restrictions help us; keeping safe online 		<p>Living in the Wider World</p> <ul style="list-style-type: none"> Belonging to a community Media literacy and digital resilience Money and work 		<p>Relationships</p> <ul style="list-style-type: none"> Families and friendships Safe relationships Respecting ourselves and others 	

RE	Christianity – Why do Christians call God ‘creator’?	Christianity – What is the ‘Nativity’ and why is it important to Christians?	Judaism – Why do Jewish families celebrate the gift of Shabbat?	Christianity – What do Christians learn from stories of Jesus?	Islam – What is important for Muslim families?	Why should we look after the world?
PE	<ul style="list-style-type: none"> • Ball skills • Dance 	<ul style="list-style-type: none"> • Fundamentals • Sending and receiving 	<ul style="list-style-type: none"> • Invasion • Gymnastics 	<ul style="list-style-type: none"> • Net & Wall games • Fitness 	<ul style="list-style-type: none"> • Athletics • Target games 	<ul style="list-style-type: none"> • Striking and fielding • Team building
Music	<p>Hey You! (Hip Hop) How pulse, pitch and rhythm work together</p> <ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To recognise and name 2 or more instruments (male voice, bass guitar, drums, decks). • To know that we can create rhythms from words, our names, favourite food, colours and animals. • To begin to create their own rhythms. • To accurately play a tuned instrument using notes C (G). • To compose simple rhythms using notes C + D (E). • To explore the use of pulse, pitch and rhythm. 		<p>In the Groove (different styles) How to be in the groove with different styles of music</p> <ul style="list-style-type: none"> • To identify the pulse within the music they are listening to. • To identify 5 different musical styles (Blues, Baroque, Latin, Irish Folk, Funk) and name some of them. • To dance or move to the pulse of the music. • To copy back rhythms they hear from their name, favourite food, colours, animals. • To sing together in time, in all different styles. • To accurately play a tuned instrument using notes C (D). • To compose a simple melody using simple rhythms using notes C + D (E). 		<p>Round and Round (Bossa Nova) Pulse, rhythm and pitch in different styles of music</p> <ul style="list-style-type: none"> • To identify and find the pulse in a variety of songs. • To recognise and name 2 more instruments (Singers, keyboard, bass, guitar, percussion, trumpets and saxophones). • To copy back and clap rhythms back that they hear. • To sing a song together with the actions. • To play a tuned instrument accurately and in time using notes D, F, C + E. • To understand the use of pulse, rhythm and pitch in music. 	
French	<p>J' apprends le Français</p> <ul style="list-style-type: none"> • Locate France, Paris, and a few key cities on a map. • Ask somebody how they are feeling and what their name is. • Say how we are feeling and our names. • Count to 10. 	<p>Les couleurs et les nombres</p> <ul style="list-style-type: none"> • Say 10 common colours in French. • Count from 1-10 in French 	<p>Les Salutations</p> <ul style="list-style-type: none"> • Say 'hello' (formally and informally) in French. • Say 'my name is...' in French. • Ask somebody in French how they are feeling and give a reply. • Say 'goodbye' and 'see you soon' in French. 	<p>Les transports</p> <ul style="list-style-type: none"> • Recognise and recall 7 modes of transport in French. • Recall numbers 1-5 and the colours yellow, red, green, orange & blue more easily in French. 	<p>Comptines et chansons</p> <ul style="list-style-type: none"> • Actively participate and enjoy six traditional nursery rhymes in French. • Start to understand and decode more of the spoken/sung French we hear. 	<p>Dans la jungle</p> <ul style="list-style-type: none"> • Recognise and recall seven jungle animals in French. • Recall numbers 1-5 more easily in French.

	<ul style="list-style-type: none"> • Read, write, say, and recall ten different colours. 					
<i>Trips/Visitors</i>	<p>Science – The Lookout: Discovery Centre</p> <p>Guided Reading - Leatherhead Library visit</p>	<p>History - visit Leatherhead's oldest house</p> <p>Church – Christingle Service</p> <p>Music – workshop about tuned and untuned percussion instruments</p>	<p>PSHE – The Beeches (care home)</p>	<p>History - Brooklands Museum</p> <p>PSHE - visitors talking about different jobs</p>		<p>Science – Wisley Gardens</p>
<i>Opportunities for outdoor learning and maximising locality</i>	<ul style="list-style-type: none"> • Geography - mapping school grounds – walking around the school finding different human and physical features 	<ul style="list-style-type: none"> • PSHE – keeping healthy, exercise • Science – school minibeast hunt • Science – seasonal walk 	<ul style="list-style-type: none"> • PSHE – share books with the children in nursery • Science – seasonal walk 	<ul style="list-style-type: none"> • Science – material hunt around the school • History – transport survey at the gates. 	<ul style="list-style-type: none"> • Science – seasonal walk • Maths /Computing – positions, turns and instructions 	<ul style="list-style-type: none"> • Science – recognising plants around the school and planting
<i>How does the school's theologically rooted Christian vision enable pupils, adults and children to flourish?</i>	<ul style="list-style-type: none"> • Class rules and expectations • Harvest 	<ul style="list-style-type: none"> • Nativity production • Christingle Service 		<ul style="list-style-type: none"> • Community – PSHE • Collective worship 	<ul style="list-style-type: none"> • Family and Friends - PSHE 	<ul style="list-style-type: none"> • Sports Day