

Year 1 Autumn Term 2022 – Curriculum Map

Theme 1 – Incredible Me!

Golden Thread- What is incredible about me?

Spectacular starter Incredible Powers		Marvellous Middle Superhero Day / Pumpkin Exploring	Fantastic Finale Seasonal walk to the library
Curriculum area	Focus	Context/Cross curricular links/content	
English Ongoing main skills	<p>Reading- word reading Apply phonic knowledge and skills to decode words (using Read Write Inc Scheme) Respond speedily with correct sound to grapheme for all 40+ phonemes Read accurately by blending sounds in unfamiliar words Read Common Exception Words Re-read books to build fluency Read aloud accurately books that are consistent with developing phonic knowledge</p> <p>Reading- Comprehension Listen to and discuss wide range of poems , stories and non-fiction Link what has been read with personal experiences Discuss the significance of the title and events Make inferences on the basis of what is being said or done Participate in discussion about what is being read, taking turns and listening to what others say Discuss word meanings, linking new meanings to those already known Check that the text makes sense when reading</p> <p>Writing – Transcription Spell words containing each of 40+ phonemes taught Spell the days of the week Naming the letters of the alphabet in order Write from memory simple sentences dictated by teacher</p> <p>Writing – Handwriting Sit correctly at table , holding pencil comfortably and correctly Begin to form lower case letters in correct direction, starting and finishing in the right place Writing sits on the line Form digits 0-9</p> <p>Writing – Composition Say out loud what is going to be written about Compose sentence orally before writing Discuss what has been written with teacher and other pupils</p> <p>Writing – Vocabulary, grammar and punctuation</p>	<p>Books : ‘Supertato’ by Sue Hendray ‘Pattan’s Pumpkin’ by Chitra Soundar</p> <p>Labelling</p> <p>Instructions</p> <p>Parts of body</p> <p>See English National Curriculum Appendix for specific spelling, vocabulary, grammar and punctuation</p>	

	<p>Leave space between words Begin to punctuate sentences with a capital letter and full stop Use a capital letter for names of people and personal pronoun 'I'</p>	
<p>Maths Ongoing Main Skills</p>	<p>Number - number and place value Sorting based on characteristics Different representations for numbers to 10 Read, write, count and order numbers to 10 in numerals Read write numbers from 1 - 10 in numerals and words Comparing numbers using <, >, = Identify one more and one less from a given number Number – addition and subtraction Read , write and interpret mathematical statements involving addition (+) and subtraction (-) Represent and use number bonds within 10 Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations Geometry – properties of shape Recognise and name common 2D and 3D shapes Geometry – position and direction</p>	<p>Science Classifications Special numbers eg house, birthday</p> <p>Recognise + and - symbol</p> <p>Discuss alternative vocabulary for addition and subtraction</p> <p>Add two groups of objects together Draw addition problems to show working out</p> <p>Take away from larger groups of objects .Cross out from drawings to solve problems</p> <p>Addition and subtraction to 10 using resources</p> <p>Shape - supervillain 'wanted' sign Start to discuss shape properties</p>
<p>Computing</p>	<p>Computer Systems and Networks Recognise common uses of information technology beyond school</p>	<p>Computer Systems and Networks: Technology Around Us Develop understanding of technology and how it can help us. Children will become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.</p>
<p>Science</p>	<p>Working scientifically Use evidence gathered to describe changes and features of environment Present learning in a variety of way Make careful observations of the world around them Carry out tests to spot changes over time</p>	<p>Animals including humans Senses - identify the 5 different senses, uses for different things. Name, label and draw the human body. Penguins – diet, habitat, offspring, features and adaptation (taught as part of English text) How we observe the world around us and take in new information Name, label and draw the human body.</p>
<p>Humanities</p>	<p>History Develop an awareness of the past</p>	<p>History Create and exploring own timeline</p>

	<p>Sequence on a timeline</p> <p>Understand some of the ways in which we can find out about the past and identify different ways in which it is represented</p> <p>Explore community and how communities have changed over the years</p> <p>Identify at least one relevant cause for and effect of several events</p>	Describe the passing of time
Art	<p>Use brush strokes to create an image.</p> <p>Investigate different lines.</p> <p>Develop confidence in creating outlines and shading.</p> <p>Experiment with mixing colours.</p> <p>Compare artistic work to real life representations.</p> <p>Explain how paint has been used to express themselves.</p> <p>Develop confidence in creating outlines and shading</p>	Self portrait
Exploring cultures (Religious Education)	<p>Special people</p> <p>Describe special people within own lives</p>	<p>Identify and talk about special people</p> <p>Understand that Jesus is a special person for Christians and that they believe he is the son of God</p> <p>Consider why Christians follow Jesus and want to be like him</p> <p>Identify ways in which to be a good role model</p>
RHE	<p>Rules & Responsibilities</p> <p>Understand the reason why we have rules</p> <p>Learn about rules as expectations</p> <p>Understand to agree and follow rules for group and classroom</p> <p>Recognise why rules and expectations are important</p> <p>Understand the why we have rules / expectations</p> <p>Learn about how to contribute to the life of the class</p> <p>E-safety</p> <p>Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>Friendship</p> <p>Know the characteristics of friendships, including Mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Learn how to develop positive relationships with peers</p> <p>Recognise that family and friends should care for each other</p> <p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>Understand the importance of making friends</p>	<p>3D scheme</p> <p>Unit 1 lessons 1 and 2</p> <p>Unit 5 lesson 6</p> <p>Unit 4 lessons 1, 2 and 3</p> <p>Classroom expectations</p> <p>Zones of regulation</p> <p>Playground games</p>

	Identify and respect the differences and similarities between people Be able to take turns Agree and follow rules for a collaborative game	
Physical Education	Swimming Athletics – Jumping Jumping in different directions at different levels Shows agility, balance and coordination in given activities	Specialist Swimming teacher Using 'Complete PE' scheme Athletics unit 1 Superhero day Playground games

Theme 2 – Extraordinary Explorers

Golden thread - What's at the top of the world?

Spectacular starter Mystery egg	Marvellous Middle Sharing Polar fact files with Reception children	Fantastic Finale Creating Arctic pictures
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	<p>Link what has been read with personal experiences Discuss the significance of the title and events Make inferences on the basis of what is being said or done Participate in discussion about what is being read, taking turns and listening to what others say Discuss word meanings, linking new meanings to those already known Check that the text makes sense when reading</p> <p>Writing – Transcription Spell words containing each of 40+ phonemes taught Spell the days of the week Naming the letters of the alphabet in order Write from memory simple sentences dictated by teacher</p> <p>Writing – Handwriting Sit correctly at table , holding pencil comfortably and correctly Begin to form lower case letters in correct direction, starting and finishing in the right place Writing sits on the line Form digits 0-9</p> <p>Writing – Composition Compose sentence orally before writing Discuss what has been written with teacher and other pupils Re-reading what has been written to make sure it makes sense Sequence sentences to form short narratives</p> <p>Writing – Vocabulary, grammar and punctuation Leave space between words Begin to punctuate sentences with a capital letter and full stop Use a capital letter for names of people and personal pronoun 'I' Join words and clauses using 'and'</p>	<p>See English National Curriculum Appendix for specific spelling, vocabulary, grammar and punctuation</p>
<p>Maths Ongoing main skills</p>	<p>Number - number and place value Read, write, count and order numbers to 50 in numerals Read write numbers from 1 - 20 in numerals and words Identify one more and one less from a given number Use the language more than, less than</p> <p>Number – addition and subtraction Read , write and interpret mathematical statements involving addition (+) and subtraction (-) Represent and use number bonds within 20 Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations Add and Subtract one-digit and two –digit numbers to20 (including zero)</p> <p>Multiplication and division Use concrete objects, pictorial representation and arrays to solve one step problems involving multiplication and division</p> <p>Measurement</p>	<p>Ordinal numbers Place Value ie Recognise 10s and 1s in a 2-digit number Expand a 2-digit number Compare the value of numbers Begin solving one step Word problems</p> <p>Begin using units for measuring length</p>

	<p>Measure and begin to record lengths and heights Compare, describe and solve practical problems for lengths and heights</p>	
Computing	<p>Creating Digital Media Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>E-safety Know how to keep safe and how and where to get help</p>	<p>Creating Digital Media: Digital Painting Learners develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p> <p>e-safety Begin to use technology safely and respectfully, keeping personal information private. Begin to identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Core Theme 1 Unit 5 LESSON 6</p>
Science	<p>Extraordinary Explorers- Working Scientifically Use evidence gathered to describe changes and features of environment Present learning in a variety of way Make careful observations of the world around them Carry out tests to spot changes over time</p>	<p>Seasonal change Observe changes across the four seasons Observe and describe weather associated with the seasons and how the day length varies</p>
Humanities	<p>Geography Identify the features of the local environment and compare how environments might vary from one another. Name and identify where we live Begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features. Use world maps, atlases and globes to locate a place the UK.</p>	<p>Geography Classroom map, including bird's eye view Name and locate the four countries in the UK. Name and locate the seven continents and five oceans of the world. Identify geographical characteristics of the four countries and capital cities of the UK. Discuss and identify features of the local environment.</p>
Music	<p>Singing Chant in rhythm Pitch two notes (do and re – C and D)</p> <p>Rhythm Tap the pulse Use pulse in action songs Listen and clap back Clap back your own rhythm</p> <p>Instrumental work</p>	<p>Charanga scheme: Year One unit one.- Hey You!</p>

	<p>Playing untuned instruments</p> <p>Listening and Appraising</p> <p>Listen carefully to music</p> <p>Identify what sounds good</p>	
DT	<p>Sliders and Leavers</p> <p>Prior Learning</p> <p>Early experiences of working with paper and card to make simple flaps and hinges</p> <p>Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape</p> <p>Designing</p> <p>Generate ideas based on simple design criteria and their own experiences, explain what could be made</p> <p>Develop , model and communicate ideas through drawings and mock-ups with card and paper</p> <p>Making</p> <p>Plan by suggesting what to do next</p> <p>Select tools, explaining choices to cut, shape and join paper and card</p> <p>Use simple finishing techniques suitable for product being made</p> <p>Evaluating</p> <p>Explore a range of existing books and everyday products that use simple levers and sliders</p> <p>Evaluate product by discussing how well it works in relation to purpose and whether it meets design criteria</p> <p>Technical knowledge and understanding</p> <p>Explore and use slider and leavers</p> <p>Understand that different mechanisms produce different types of movement</p> <p>Know and use technical vocabulary relevant to project</p>	Polar sliding pictures
Exploring cultures (Religious Education)	<p>Candles and celebrations</p> <p>Describe special events within own lives</p> <p>Share experiences of celebrations at home and school</p> <p>Investigate ways in which families celebrate special occasions</p> <p>Identify celebrations when candles are lit and discuss what candles represent or mean</p> <p>Identify celebrations when and why greeting cards are sent</p> <p>Investigate what images are used on cards and consider why</p> <p>Retell story of the birth of Jesus</p> <p>Explain why Christmas is a special time for Christians</p>	<p>Share experiences of celebrations at home and school</p> <p>Investigate ways in which families celebrate on special occasions</p> <p>Identify celebrations when candles are lit and discuss what candles represent or mean</p> <p>Identify celebrations when and why greeting cards are sent</p> <p>Investigate what images are used on cards and consider why</p> <p>Retell story of the birth of Jesus</p> <p>Explain why Christmas is a special time for Christians</p>
Relationships and Health	<p>Communication</p> <p>Learn about the conventions of courtesy and manners</p> <p>Know how to recognise and talk about own emotions, including having a varied vocabulary of</p>	<p>3D scheme</p> <p>Unit 1 lesson 1, 2, 3 and 7</p> <p>Unit 4 lesson 1, 2</p>

Education	<p>words to use when talking about own and others' feelings Recognise and communicate feelings to others Learn how to share own views Recognise, name and deal with their feelings in a positive way Learn to take part in discussions with one other person and the whole class Learn about making positive choices and how they can lead to happiness Understand that it is important to share own opinions and to be able to explain own views Learn to listen to other people and play and work co-operatively</p> <p>Emotions Know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p>	Antibullying week Zones of Regulation
Physical Education	<p>Gymnastics Perform a movement phrase in a given floor area Know and understand what a 'movement phrase' is Develop core movement Use a broad range of opportunities to extend agility, balance and coordination, individually and with other.</p> <p>Games Throw object towards a target Know and understand the term 'defend' and the role of a defender Develop fundamental movement skills, becoming increasingly competent and confident Engage in competitive and cooperative physical activities</p>	Using 'Fit for Sport' scheme Gymnastics unit 1 Games unit 1