

Year 1 Summer Term 2022 – Curriculum Map

Theme 1 – You’ve got mail

Golden Thread question- Which route should the Jolly Postman take?

Spectacular starter Special postal delivery	Marvellous Middle Posting our own letter	Fantastic Finale Dress up day traditional tales
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Curriculum area	Focus	Context/cross curricular links/content
English	<p>Reading – word reading Read words with contractions Understand that an apostrophe represents a missing letter</p> <p>Reading – Comprehension Recognising and joining in with predictable phrases Becoming familiar with key stories, traditional tales and fairy stories Draw on previous knowledge or background information given by teacher Learning to appreciate rhymes and poems and to recite some by heart</p> <p>Writing – transcription Use spelling rule for adding ‘s’ or ‘es’ as the plural marker for nouns and the third person singular marker for verbs Use the pre-fix ‘un’ Apply simple spelling rules</p> <p>Writing – Handwriting Understand which letters belong to which and writing families Practice handwriting families</p> <p>Writing – Composition Read aloud own writing clearly enough to be heard by peers and teacher</p> <p>Writing – Vocabulary , grammar and punctuation Begin to punctuate sentences using an exclamation mark Use grammatical terminology</p>	<p>Book: The Jolly Postman By Janet and Allan Ahlberg Use expanded noun phrases to describe character Explore familiar and unfamiliar rhymes and stories Provide an opportunity to perform rhymes and poems Engage children with the themes and issues, using role-play and drama to support them making connections with their own lives. Develop creative responses to the text Write in role Write and publish their own book Form short narratives: retell part of the story incl. expanded noun phrases</p> <p>Book: The last wolf By Mini Grey Talk confidently about a picture book and respond to it in a range of ways Consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience Explore the story through a variety of teaching approaches including artwork, drama and role-play Develop reader response by exploring interpretations of themes, plots and characters’ actions and motivations through discussion and reflection</p> <p>See National Curriculum English Appendix 1 and 2 for specific spelling and grammar</p>
Maths	<p>Number and place value Count to and across 100, forwards and backwards , beginning with 0 or 1, from any given number Count in multiples of twos, fives and tens</p> <p>Number – addition and subtraction</p>	<p>Geometry-properties of shape Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</p>

	<p>Solve one step addition and subtraction problems Solve missing number problems Number – multiplication and division Solve one step problems using concrete objects, pictorial representations and arrays, with support. Number – fractions Recognise , find and name a half as one of two equal parts of an object , shape or quantity Measurement Compare describe and solve practical problems for mass/weight and capacity/volume Measure and record mass/weight and capacity/volume Recognise and know the value of different denominations of coins and notes Geometry-properties of shape</p> <p>Geometry – position and direction Describe position, direction and movement including whole , half, quarter and three quarter turns.</p>	<p>Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</p> <p>Multiplication: Sort & group objects Group objects into 2,5,or 10 to aid counting Use array Count in multiples of 2s, 5s, and 10's to 100 Recognise patterns of numbers in x2, x10, x5 Recall doubles and halves to 20 (double 4 is 8, half of 18 is 9)</p> <p>Division: Group objects equally Group objects into 2,5,or 10 to aid counting Recognise patterns of numbers in x2, x10, x5 Recall doubles and halves to 20 (double 4 is 8, half of 18 is 9) Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.</p>
Computing	<p>E-safety Understand why it is important to be kind and polite Follow e-safety rules in school Know how to keep safe and how and where to get help Data and Information – Grouping Data Use technology purposefully to create, organise, store, manipulate and retrieve digital content Label objects Identify that objects can be counted Count objects with same properties Compare groups of objects Describe objects in different ways</p>	<p>E-safety - 3D scheme Core theme 1 unit 5 lesson 6</p>
Science	<p>Seasonal change Observe changes across the four seasons Observe and describe weather associated with the seasons and how the day length varies</p>	<p>Identifying Record observations in words or pictures or simple tables Identify similarities and differences and talk about them</p>

		<p>Pattern finding Ask questions about how and why things are linked</p> <p>Research Use simple books and electronic media to find things out</p> <p>Observation Ask questions about how and why things change. Identify simple changes and talk about them</p> <p>Fair testing Record in words and pictures</p>
Humanities	<p>Geography Identify and observe changes in the weather around us Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	Link with Jolly Postman and his delivery route
Music	During second half of term	
DT	<p>Free standing structures Prior Learning Experience of using construction kits to build walls, towers and frameworks Experience of using basic tools eg scissors, hole punch Experience of different methods of joining card and paper</p> <p>Designing Generate ideas based on simple design criteria and own experience – explaining what could be made Develop, model and communicate ideas through talking, mock ups and drawing</p> <p>Making Plan by suggesting what to do next Select and use tools, skills and techniques , explaining choices Select new and reclaimed materials and construction kits to build structure Use simple finishing techniques suitable for the structure being created</p> <p>Evaluating Explore a range of existing freestanding structure in school and local environment Evaluate product by discussing how well it works in relation to the purpose, the user and whether it meets original design criteria Technical knowledge and understanding Know how to make freestanding structures stronger, stiffer and more stable Know and use technical vocabulary relevant to project</p>	
Art	During second half of term	
Exploring cultures	<p>Special places Identify places that are special and why Identify some special features of churches Explain why church is a special place for Christians Explain why Sunday is a special day for Christians</p> <p>Special books</p>	<p>Create a special place for a small monster Write in different forms; e.g.lists, captions</p>

	Discuss books that are special and why Explain why Bible is special book for Christians Retell story for old testament and new testament	Moses Loaves and fishes Good Samaritan
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RHE	<p>Relationships Recognise what is kind and unkind behaviour Understand that family and friends should care for each other Know that families are important for children growing up because they can give love, security and stability Recognise that family and friends should care for each other Identify their special people and what makes them special</p> <p>Living In The Wider World Understand that people and other living things have needs and that they have responsibilities to meet them Learn about responsibility to others Understand the concept of 'borrowing' Show responsibility to others Understanding the importance of sharing Know that everyone has a responsibility to consider the needs others</p>	<p>3D scheme Core theme 2 Unit 3 lesson 6 Core theme 2 Unit 4 lessons 5 and 6 Core theme 3 Unit 1 lessons 4, 5 and 6</p> <p>Relationships link with English- Jolly Postman</p>
Physical Education	<p>Swimming Athletics Attempt a variety of throwing techniques in order to improve accuracy Know and understand how the position of the body affects throwing performance Develop fundamental movement skills, become increasingly competent and confident Use a broad range of activities to extend agility, balance and coordination Engage in competitive activities (both against self and others) Engage in cooperative physical activities in a range of increasingly challenging situations</p>	<p>Using 'Fit for Sport' scheme Athletics Unit 3</p>

Theme 2 - Fins, Feathers and Fur

Golden Thread question- Why does a Zebra have stripes?

Spectacular starter Clips of Steve Backshall & Jane Godall	Marvellous Middle Zoo lab	Fantastic Finale Holly Lodge
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Curriculum area	Focus	Context/cross curricular links/content
English	<p>Reading – word reading Read words with contractions Understand that an apostrophe represents a missing letter</p> <p>Reading – Comprehension Recognising and joining in with predictable phrases Becoming familiar with key stories, traditional tales and fairy stories Draw on previous knowledge or background information given by teacher</p> <p>Writing – transcription Use spelling rule for adding ‘s’ or ‘es’ as the plural marker for nouns and the third person singular marker for verbs Use the pre-fix ‘un’ Apply simple spelling rules</p> <p>Writing – Handwriting Understand which letters belong to which and writing families Practice handwriting families</p> <p>Writing – Composition Read aloud own writing clearly enough to be heard by peers and teacher</p> <p>Writing – Vocabulary , grammar and punctuation Begin to punctuate sentences using an exclamation mark Use grammatical terminology</p>	<p>Book study : ‘The Greedy Zebra’ by Mwenge Hadithi</p> <p>Writing description of made up animals: using adjectives and conjunctions</p> <p>Creating compound sentences</p> <p>Editing & re -drafting Animal fact files</p> <p>Research & facts about animals and write down ideas or key words</p> <p>Write sentences which are sequenced to form short narratives</p> <p>See National Curriculum English Appendix 1 and 2 for specific spelling and grammar</p>
Maths	<p>Number and place value Count to and across 100, forwards and backwards , beginning with 0 or 1, from any given number</p> <p>Number – addition and subtraction Solve one step addition and subtraction problems Solve missing number problems eg $7 = ? - 9$</p> <p>Number – multiplication and division</p>	<p>Use number lines - +/ - :</p> <p>Add and subtract one digit and two digit numbers to 100</p> <p>Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.</p>

	<p>Solve one step problems using concrete objects, pictorial representations and arrays, with support.</p> <p>Number – 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 a shape or quantity</p> <p>Measurement Compare describe and solve practical problems for time eg slower, later Measure and record time in hours, minutes and seconds</p> <p>Geometry-properties of shape Recognise and name common 2D and 3D shapes</p> <p>Geometry – position and direction Describe position, direction and movement including whole, half, quarter and three quarter turns.</p>	<p>Number facts Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p> <p>Time Know long hand is always on the number 12 for o'clock Know long hand is always on the number 6 for half past Know short hand shows the hour</p> <p>Recognise , find and name a half as one of two equal parts of an object , shape or quantity Recognise and know the value of different denominations of coins and notes</p> <p>Describe position, direction and movement including whole , half, quarter and three quarter turns.</p>
Computing	<p>E-safety Knowing how personal gaming can link to internet Use a range of technology safely by keeping personal information private</p> <p>Programming B – Introduction to Animation Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs</p>	<p>e-safety - 3D scheme Core theme 1 unit 5 lesson 6</p>
Science	<p>Animals including humans 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</p> <p>Diet – carnivores, herbivores and omnivores. Mammals, fish, birds and reptiles. Categorise animals in terms of features – feathers, scales, diet etc.</p>	<p>Identifying Decide what to observe and identify and sort things Use own records to help sort and identify other things</p> <p>Pattern finding Ask questions about why and how things are linked</p> <p>Research Use simple books and electronic media to find things out Record findings in words and pictures</p> <p>Observation Record in words and pictures</p> <p>Fair testing Record in simple prepared formats eg tally charts/tables</p>

Humanities	<p>History Compare and contrast different periods of time Ask and answer questions using prior knowledge and experience Enquire and infer from different sources to find out about the past</p>	<p>Animal explores/ Animal experts: Timeline: changes within living memory and discuss how these have changed our lives. Describe the passing of time using commonly used words eg now, then, before Research Charles Darwin & Steve Backshall.</p>
Music	<p>Sing Sing s-m phrases following hand signals Rhythm Tap the word rhythm of a song To speak rhythm names (ta te-te) Instrumental work Use untuned instruments to play rhythm of words Perform Listening and appraising Recognise different instruments in a piece of music</p>	<p>Charanga Year 1 Unit 3 – I wanna play in a band</p>
DT	<p>During Summer 1 term</p>	
Art	<p>Represent real life images through artistic expression. Explore manipulating materials and making simple joins. Experiment with a variety of materials to contribute to creativity. Investigate how to layer paper and paste to create. Discuss choices of media and preference using appropriate vocabulary.</p>	<p>Collage/Papier mache Animal masks Sock puppets Artist: Matisse/ Van Gough - 'The snail' Create own version of 'The Snail'</p>
Exploring cultures	<p>During first half of term</p>	
RHE	<p>Health and Wellbeing Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe. To understand the importance of sun safety</p> <p>Living in the wider world Understand where money comes from Recognise notes and coins Understand the role of money in our society Understand why it is important to keep money safe</p>	<p>3D scheme Core theme 1 Unit 5 lesson 1 and 2 Core theme 3 Unit 3 lessons 1, 2 and 3</p> <p>Transition week- discussing change</p> <p>Maths link to money</p>
Physical Education	<p>Swimming Games Throw a beanbag forwards in an over arm motion Know and understand the term 'fielder' and the role of a fielder Develop fundamental movement skills, becoming increasingly competent and confident Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p>	<p>Using 'Fit for Sport' scheme Games Unit 3</p> <p>Sports Day</p>

