



# Year One Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	<p>All about me – writing to inform</p> <p>Phonics sentences</p> <p>Tiger Who Came to Tea-Writing to Entertain-Character description</p> <p>Instructions-writing to inform - instructions for making a biscuit</p> <p>Poetry-List Poems – Festival of lights</p> <p>We’re Going on a Bear-Setting Description</p> <p>Smeds and the Smoo – diary writing</p> <p>Elf on the Shelf-recount</p> <p><b><u>Grammar and Punctuation</u></b></p> <p>Finger spaces, full stops, capital letters, exclamation marks, question marks, using and to join words and clauses</p> <p>prefix – un,</p> <p>suffix ing,ed</p> <p>plural s, es</p>	<p>Poetry-Julia Donaldson Key Poet</p> <p>Three Billy Goats Gruff- Diary writing</p> <p>Houses and Homes-Factfile</p> <p>Spring production – Oracy</p> <p>Writing to entertain – Tiddler - Fictional Writing about Tiddler</p> <p>Rocket says Clean up! - Factfile about keeping the beach clean</p> <p>Rocket says Clean up! - letter to persuade</p> <p><b><u>Grammar and Punctuation</u></b></p> <p>Finger spaces, full stops, capital letters, exclamation marks, question marks, using and to join words and clauses</p> <p>prefix – un,</p> <p>suffix ing,ed, er, est</p> <p>plural s, es</p>	<p>There’s no dragon in this story – character description and story writing</p> <p>Mr Wolf’s week – recount</p> <p>Poetry for pleasure</p> <p>Parrot fact book – non-chronological report</p> <p>Pirates – story writing</p> <p><b><u>Grammar and Punctuation</u></b></p> <p>Finger spaces, full stops, capital letters, exclamation marks, question marks, using and to join words and clauses</p> <p>prefix – un,</p> <p>suffix ing,ed, er, est</p> <p>plural s, es</p>			



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Educational visits /speakers	Visit from a doctor		Local area walk fieldwork		Scarborough trip	
Science	Animals including humans – All about me <u>Can you identify your senses and say which body part is linked to which sense?</u>  Seasonal changes and tree study <u>Can you describe the seasonal changes, including changes to trees that take place in Autumn?</u>		Everyday materials Identify and name everyday materials Describe and group materials on the basis of their properties <u>Can you describe properties of everyday materials</u>  Seasonal changes and tree study <u>Can you describe the seasonal changes, including changes to trees that take place in Winter?</u>	Identify, group and name common animals.  Identify and name animals that are carnivores, omnivores or herbivores  Describe and compare structure of animals  <u>Can you name and group common animals and suggest what they might eat?</u>	Plants Identifying and naming wild and garden plants. Identifying and describing structures of flowering plants including trees.  <u>Can you identify and name some wild and garden plants found around the school grounds?</u>  Seasonal changes and tree study  <u>Can you describe the seasonal changes, including changes to trees that take place in Summer?</u>	Exploring everyday materials 2 – project work  Seasonal changes and tree study  <u>Can you describe the seasonal changes, including changes to trees that take place in Summer?</u>
Computing	<i>Computer Science</i>  Programming BeeBots <u>Can you use the correct buttons to make a Beebot move in the way you want it to?</u>	<i>Information Technology</i>  Computer systems and networks  Parts of a computer, can I log on to the computer. <u>Can you name and</u>	<i>Information technology</i>  Using a graphics package <u>Can you use a graphics package to create a simple picture?</u>	<i>Information technology</i>  Microsoft word - change font size and colour <u>Can you change the size and colour of a font?</u>	<i>Programming BeeBots</i> <u>Can you create and debug an algorithm?</u>	<i>Information Technology</i>  Microsoft word – capitals, shift key, delete, back space, arrow keys, undo, redo <u>Can you use the keys capital, shift, delete, back space, arrow,</u>



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<p><b>Online-safety</b></p>		<p><u>describe what the parts of a computer do? Can you log on and off?</u></p> <p><i>Digital literacy</i></p> <p>Going places safely <u>Can you describe what to do if something doesn't feel right online?</u></p>	<p><i>Digital literacy</i></p> <p>ABC searching <u>Do you know how to use a child friendly search engine?</u></p>	<p><i>Digital literacy</i></p> <p>Keep it private <u>Can you describe which personal information is safe to put online and which isn't?</u></p>	<p><i>Digital literacy</i></p> <p>My creative work <u>Can you describe the importance of naming your work?</u></p>	<p><u>undo and redo to help you with your typing?</u></p> <p><i>Digital literacy</i></p> <p>Sending emails <u>Do you know why we send emails?</u></p>
<p><b>History</b> Toys visit – Catherine Conran, History to life</p>	<p>Toys – similarities and differences <u>How have toys changed for children?</u></p> <p>timelineGuy Fawkes – cause and consequence <u>Why do we have Bonfire Night?</u></p> <p><u>Why do we have Remembrance Day?</u></p>	<p>Great Fire of London – cause and consequence Samuel Pepys – primary, secondary sources <u>What affected the Great Fire of London?</u></p>	<p>Life for children at the seaside past and present Continuity and change, vocab <u>How have holidays changed for children?</u></p>			
<p><b>Geography</b></p>	<p>Countries of the UK Locational knowledge <u>Can you name and identify the 4 countries of the Uk and their capitals. Can you tell me some of their characteristics and features?</u></p> <p>Seasonal and daily weather patterns <u>Can you describe the seasonal changes, including changes to trees that take place in Autumn?</u></p>	<p>Our local area Place knowledge, geographical skills and fieldwork <u>Can you discuss human and physical features of the local area?</u></p> <p>Seasonal and daily weather patterns <u>Can you describe the seasonal changes, including changes to trees that take place in Winter and Spring?</u></p>	<p>Scarborough Human and physical geography <u>Can you talk about the key geographical features of Scarborough?</u></p> <p>Seasonal and daily weather patterns <u>Can you describe the seasonal changes, including changes to trees that take place in Summer?</u></p>			



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<p><b>Art</b></p>	<p>Natural pattern Paint, coloured pencils, pencils, shading, mixing, collage, Lorenzo Duran</p> <p><b><u>Can you talk about natural patterns found in nature?</u></b></p>	<p>Kandinsky and other artists Compare similarities and differences Create own work using Dazzle on computer, pastels, pencil crayons, paint</p> <p><b><u>Can you talk about the artists we have studied?</u></b></p>	<p>Seaside study Look at a range of seaside artists, craft makers and designers. We discuss the similarities and differences between their work. We wrote about our favourite piece of art. Artists: JM Turner, Katshushika Hokusai, Henri, Edmund-Cross, Mark Noble (disabled artist), Eileen Downes</p> <p>Skills: Felt Stained glass, Mixed media art Driftwood art</p> <p><b><u>Can you talk about the seaside artists, craft makers and designers we have studied?</u></b></p>
<p><b>DT</b></p>	<p>Biscuit making <b><u>Can you tell me the steps you need to follow to make biscuits?</u></b></p> <p>Moving Pictures – Flaps and Levers Design, make, Evaluate <b><u>Can you explain to me how flaps and levers work?</u></b></p>	<p>3D model houses and homes Design, make, Evaluate</p> <p><b><u>Can you tell me how to use cardboard boxes and other junk modelling to make your village?</u></b></p>	<p>Sandwich making <b><u>Can you explain how you made your sandwich including the cutting technique you used?</u></b></p> <p>Bucket and spade sewing Design, make, Evaluate <b><u>Can you explain how you made your bucket and spade and the skills you used?</u></b></p>
<p><b>RE</b></p>	<p><i>How are why do we celebrate special events?</i></p> <p>Birthdays, family members, similarities and differences in celebrations, Harvest, Diwali (Hindu), Bonfire night, Remembrance Day, Guru Nanak (Sikh) Hanukkah (Jewish) Nativity (Christian)</p> <p><b><u>Can you talk about some celebrations and discuss how they are similar and different?</u></b></p>	<p><i>Which stories are special to different people and why?</i></p> <p>Noah (Judaism) Muhammad (Islam) Buddhist stories (Buddhism) Sikh stories (Sikhism) Aesop's Fables, Adam Smith (The real Junk Food Project) Bible stories (Christianity) Mothers' Day, Easter, Chinese New Year</p> <p><b><u>Can you tell me information about the special people we have studied?</u></b></p>	<p><i>Who and what are special to us?</i></p> <p>Families, groups, communities, keep the world safe poster, Eid, Christian, Muslim, Hindu, Sikh beliefs</p> <p><b><u>Can you talk to me about belonging?</u></b></p>



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<p><b>PSHE</b></p>	<p><i>Mental health and emotional wellbeing</i></p> <p>Feelings Mind Mate</p>	<p><i>Keeping safe and managing risk</i></p> <p>Feeling safe</p> <p><u>Can you tell me some ways you can keep yourself safe?</u></p>	<p><i>Identity, society and equality</i></p> <p>Me and others</p> <p><u>Can you tell me what makes people "special"?</u></p>	<p><i>Drug, alcohol and tobacco education</i></p> <p>What do we put into and on to bodies?</p> <p><u>Can you tell me how putting different things onto or into your body can make you feel?</u></p>	<p><i>Careers, financial capability and economic wellbeing</i></p> <p>My money</p> <p><u>Can you talk to me about how you might get money and how you could safely save money?</u></p>	<p><i>Physical health and wellbeing</i></p> <p>Fun times</p> <p><u>Can you tell me about food you might eat for a celebration? Can you talk to me about sun safety?</u></p>
<p><b>PE</b></p>	<p><b><u>REAL PE UNIT 1</u></b> <b><u>PERSONAL SKILLS</u></b></p> <p><b>Coordination</b> <b>Physical Skills</b> – Can you skip, side step and hop? <b>Personal Skills</b> – Can you work on a task independently?</p> <p><b>Static balance</b> <b>Physical Skills</b> – Can you balance on either leg? <b>Personal Skills</b> – Can you ask for help when appropriate?</p> <p><b><u>REAL PE UNIT 5</u></b> <b><u>BALL SKILLS</u></b> Co-ordination; Sending and Receiving.</p>	<p><b><u>REAL PE UNIT 2</u></b> <b><u>SOCIAL SKILLS</u></b></p> <p><b>Dynamic balance to agility</b> <b>Physical Skills</b> – Can you jump forwards, backwards and side to side with rhythm? <b>Social Skills</b> – Can you work sensibly with others taking turns &amp; sharing?</p> <p><b>Static balance - seated</b> <b>Physical Skills</b> – Can you perform a seated balance with no hands or feet down? <b>Personal Skills</b> – Can you praise others?</p> <p><b>Dance</b> <b>TOYS DANCE</b> <b>Physical Skills</b> – Can you</p>	<p><b><u>REAL PE UNIT 3</u></b> <b><u>COGNITIVE SKILLS</u></b></p> <p><b>Dynamic balance</b> <b>Physical Skills</b> – Can you travel forwards and backwards coordinating opposite arms and legs? <b>Cognitive Skills</b> – Can you explain why someone is working or performing well? <b>Static balance</b> <b>Physical Skills</b> – Can you perform a range of tasks whilst balancing on low apparatus? <b>Personal Skills</b> – Can you explain what you are doing well?</p> <p><b><u>GYMNASTICS</u></b> Use low apparatus to develop balance and co-ordination.</p>	<p><b><u>REAL PE UNIT 4</u></b> <b><u>Ball Skills</u></b></p> <p><b>Physical Skills</b> – Can you control a ball moving it in different ways around your body? <b>Creative Skills</b> – Can you make up your own rules and versions of activities?</p> <p><b>Counter balance</b> <b>Physical Skills</b> – Can you perform a counterbalance on a short base with a partner? <b>Creative Skills</b> – Can you select and link movements together to fit a theme?</p>	<p><b><u>REAL PE UNIT 5</u></b></p> <p>Perform a range of skills with control and consistency. <b>Coordination with equipment</b> <b>Physical Skills</b> – Can you throw a ball with one hand and catch with the other hand? Can you react and catch a moving ball? <b>Applying Physical Skills</b> - Can you select and apply skills with good control and consistency?</p> <p><b><u>ENRICHMENT</u></b> Sudha Chandran – Children watch and replicate some of the Asian style dancing of Sudha. Discuss how Sudha overcame her disability of losing her leg in an accident to still be able to perform.</p>	<p><b><u>REAL PE UNIT 6</u></b> <b><u>HEALTH AND FITNESS</u></b></p> <p><b>Agility</b> <b>Physical Skills</b> – Can you react, chase and collect a tennis ball? <b>Health &amp; Fitness</b> – Can you describe how your body feels during &amp; after exercise? <b>Static balance</b> <b>Physical Skills</b> – Can you perform a front and back support? <b>Health &amp; Fitness</b> – Can you use equipment appropriately and move and land safely? <b><u>ATHLETICS</u></b> Competitive and co-operative activities in preparation for sports day.</p>



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		perform a sequence of movements to music?				
<b>Music</b>	Exploring sounds and duration (Music Express) Sound scores, bonfire composition, instruments, body percussion <u>Can I use long and short sounds effectively in a sequence?</u>	Exploring pulse, rhythm and pitch (MusicExpress) Incorporated in Spring production - Drum beat and rhythm, clap and wiggle score, high, low <u>Can I explore the sounds I can make with percussion instruments?</u>	Exploring instruments, symbols, timbre, tempo and dynamics (Music Express) <u>Can I talk about pitch, dynamics and rhythm in my composition?</u>			
<b>Mathematics</b>	<p><b><u>Number</u></b></p> <p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>Count to and across 100, forwards and backwards from any given number.</li> <li>Count, read and write numbers to 100 in numerals.</li> <li>Count in multiples of twos, fives and tens.</li> <li>Identify one more or less from a given number.</li> <li>Identify and represent numbers using objects and pictorial representations including a number line.</li> <li>Use the language: equal to, more than, less than, fewer, most, least.</li> <li>Read and write numbers from 1 to 20 in numerals and words.</li> </ul> <p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Read, write and interpret mathematical statements involving addition, subtraction and equals including their signs.</li> <li>Represent and use number bonds and related subtraction facts to 20.</li> <li>Add and subtract one-digit and two-digit numbers to 20.</li> <li>Solve one-step problems that involve addition and subtraction, using objects and pictorial representations and missing number problems.</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>Solve one step problems involving multiplication and division, by calculating the answer using objects, pictorial representations and arrays with the support of the teacher.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>Compare, describe and solve practical problems for:</li> </ul>					



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- Length and height (long/short, double/half, tall/short)
- Mass/weight (heavy/light)
- Capacity and volume (full/empty, half/quarter)
- Time (quicker, slower, earlier, later)
- Measure and begin to record:
  - length and height



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- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes.
- Sequence events in chronological order using language (before, after, next, today, yesterday, tomorrow, morning, afternoon, evening.)
- Recognise and use language relating to dates including days of the week, weeks, and months of the year.
- Tell the time to the hour and half past and draw the hands on a clock face to show these times.

## Geometry

### Properties of shapes

- Recognise and name common 2D shapes ( rectangle, square, circle, triangle)
- Recognise and name common 3D shapes (cuboids, cube, pyramids, sphere)

### Position and direction

- Describe position, direction and movement including whole, half, quarter and three quarter turns.

**End of Topic  
Piece**

Festival of lights shared class assembly

Easter Play  
Model local  
area

Pirate Day