

YEAR 1 CURRICULUM MAP 2021-22

| | | Autumn | Spring | Summer | | | |
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| Reading | Word reading | Phonic programme - Read, Write Inc. Name letters of the alphabet. Match graphemes for all phonemes. Read accurately by blending sounds. Read contractions & understand purpose. | | | | | |
| | Comprehension | Texts include: poetry, key stories, traditional stories, fairy stories and nonfiction Link reading to own experiences. Join in with predictable phrases. Discuss significance of title & events. Make simple predictions. Read phonics books aloud. Read stories in the woods. Woodland setting to inspire writing. | | | | | |
| Writing | Transcription | Phonics / Spelling programme Words split into syllables. Compound words. Prefix 'un-' Adding '-s' or '-es'. Suffixes '-ing', '-ed', '-er' and '-est'. Spell very common 'exception' words. Spell days of the week. | | | | | |
| | Composition | Short narratives- writing narratives with beginning, middle and end based on familiar stories, drawing on some key narrative language (traditional, fairy and stories with familiar settings). Recounts – based on experience, events or visits, writing events in chronological order. Also a wide range of other writing opportunities. Form lower case letters correctly. Form capital letters & digits. Compose sentences orally before writing. Read own writing to peers or teachers. | | | | | |
| | VGP | Leave spaces between words. Begin to use basic punctuation: full stop, question marks, and exclamation marks. Use capital letters for proper nouns. Use common plural & verb suffixes. | | | | | |
| Speaking and Listening | | Poetry – to perform simple list poems. Listen & respond appropriately. Ask relevant questions. Maintain attention & participate. Present learning clearly to an audience. | | | | | |
| Maths | | Number/Calculation Count to / across 100. Count in 1s, 2s, 5s and 10s. Identify 'one more' and 'one less' . Read & write numbers to 20. Use language, e.g. 'more than', 'most'. Use +, - and = symbols. Know number bonds to 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems, including simple arrays Geometry & Measures Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest. Begin to measure length, capacity, weight. Recognise coins & notes. Use time & ordering vocabulary. Tell the time to hour/half-hour. Use language of days, weeks, months & years. Recognise & name common 2-d and 3-d shapes. Order & arrange objects. Describe position & movement, including half and quarter turns. Use maps of school grounds to follow directions. Fractions Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$. | | | | | |
| Science | | <p style="text-align: center;">How do the season impact on what we do? (link to Geography – Where to the leaves go in Winter?)</p> <p style="text-align: center;">- Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies. Observe changes in the school grounds. Trees, plants and flowers, animals</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> Which materials should the Three Little Pigs have used to build their house? - Distinguish between object and materials used. - Name everyday materials. - Describe properties of materials. - Compare and group materials based on simple properties. Use the forest area to build houses for the three little pigs/a den for the wolf. Look at brick work around school </td> <td style="width: 33%; padding: 5px;"> Why are humans not like tigers? - Identify and name common animals. - Identify and name common carnivores, herbivores and omnivores. - Compare the structure of common animals. - Identify, name, draw and label the basic parts of the human body. Look for animals/minibeasts in the school grounds </td> <td style="width: 33%; padding: 5px;"> Which birds and plants would Little Red Riding Hood find in our park/school grounds? - Identify and name common plants. - Describe basic structure of flowering plants. Use the school grounds to identify birds, flowers and plants Article 29: Your education should help you to use and protect the environment. </td> </tr> </table> | | | Which materials should the Three Little Pigs have used to build their house? - Distinguish between object and materials used. - Name everyday materials. - Describe properties of materials. - Compare and group materials based on simple properties. Use the forest area to build houses for the three little pigs/a den for the wolf. Look at brick work around school | Why are humans not like tigers? - Identify and name common animals. - Identify and name common carnivores, herbivores and omnivores. - Compare the structure of common animals. - Identify, name, draw and label the basic parts of the human body. Look for animals/minibeasts in the school grounds | Which birds and plants would Little Red Riding Hood find in our park/school grounds? - Identify and name common plants. - Describe basic structure of flowering plants. Use the school grounds to identify birds, flowers and plants Article 29: Your education should help you to use and protect the environment. |
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| Computing | | Working scientifically - on going across the year | | | | | |
| Computing | | Beebots – Local area mapping, moving around, retell an adventure Algorithms – Basic instructions/obstacle course/logging onto a computer sequence Learning to login Typing/mouse skills Creating videos Taking photos | Beebots – Map of the world, using symbols to write a code Algorithms – Using Apps – Kodable, Daisy the Ipad, Bluebot Typing/Labelling Weather presenting Saving and sorting images | Beebots – writing and debugging code. E.g story map of plant growth Algorithms – Reading code and editing Purple mash Creating a film Pictograms | | | |
| History | | E-Safety | | | | | |
| History | | Where do, and did, the wheels on the bus go? - Awareness of the past and the way it is similar to and different from the present. Local history | Why is a Wii more fun than my grandparent's toys? - Discussing changes within living memory. – Revealing aspects of change in national life. use the school grounds to play old games such as catapults, hopscotch, football, hula hoop | Who was famous when my mum and dad were little? (Ant and Dec) - Researching lives of significant individuals in the past who have contributed to national and international achievements. Article 4: the government has the responsibility to protect your rights. | | | |
| Geography | | <p style="text-align: center;">Where do the leaves go in winter? (link to Science – How do the season impact on what we do?)</p> <p style="text-align: center;">- Identifying seasonal and daily weather patterns in the United Kingdom.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> Where do, and did, the wheels on the bus go? - Using world maps, atlases and globes to identify the United Kingdom and its countries. </td> <td style="width: 33%; padding: 5px;"> Where in the world can a meerkat live? - Identifying seasonal and daily weather patterns in the United Kingdom. - Locating hot and cold areas of the world in relation to the Equator and the North and South Poles. </td> <td style="width: 33%;"></td> </tr> </table> | | | Where do, and did, the wheels on the bus go? - Using world maps, atlases and globes to identify the United Kingdom and its countries. | Where in the world can a meerkat live? - Identifying seasonal and daily weather patterns in the United Kingdom. - Locating hot and cold areas of the world in relation to the Equator and the North and South Poles. | |
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| D.T. | <p>Where do, and did, the wheels on the bus go? Can you design and make a vehicle that can move? <i>mechanisms</i></p> <p>Which materials should the Three Little Pigs have used to build their house? How can you build a bridge using only paper?</p> | | | | <p>Which birds and plants would Little Red Riding Hood find in our park/school grounds? What can we do to try and attract birds to our school? (Design and make a bird table and mixture with seeds.) Put bird seed out around the school grounds. <i>Cooking – making cakes for Grandma</i></p> | | |
| Art and Design | <p>Where do the leaves go in winter? (link to Science – How do the season impact on what we do?) How can you create patterns using leaves in the style of William Morris? (<i>printing</i>)</p> | | | | | | |
| | | | <p>Why are humans not like tigers? How are humans different from most animals? Textures, drawing patterns experimenting with lines and techniques.</p> <p>Where in the world can a meerkat live? What do we mean by hot and cold colours? (<i>Painting</i>)</p> | | <p>Which birds and plants would Little Red Riding Hood find in our park/school grounds? How can we capture the beauty of the birds, plants and trees we see? (<i>Drawing - Sketching the plants, trees and birds observed.</i>)<i>Collage textiles</i></p> <p>Who was famous when my mum and dad were little? How have famous photographers and artists captured bob Geldof Florence nightingale etc? (find out the work of other artists to create self portraits)</p> | | |
| Music | <p>Not linked to terms – to be taught throughout the year linked to Building Blocks and Strands of Learning. DMS wider opportunities –</p> | | | | | | |
| | <p>Pulse Keep a steady pulse in a group and pick out two different tempos.</p> | <p>Rhythm Repeat back short basic rhythms and perform rhythmic ostinatos</p> | <p>Melody (and notation) Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids.</p> | <p>Active Listening Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard.</p> | <p>Composing and improvising Improvise simple rhythms based on given stimuli</p> | <p>Performing Play basic rhythms on untuned percussion instruments and using body percussion.</p> | <p>Singing Sing simple folk tunes in unison both with and without accompaniment or backing tracks.</p> |
| P.E. | <p>Games – Beanbag Throw</p> <p>Games – Ten Point Hoops</p> <p>Dance – fundamental skills</p> | | <p>Games - Piggy in the Middle</p> <p>Dance – Themes and Dreams</p> <p>Gymnastics – Assessing level 1 Unit 1</p> | | <p>Games – Rolla Ball</p> <p>Athletics – Honey Pot, Colour Match</p> <p>Gymnastics – Making Shapes</p> <p>OAA – Where are we going?</p> | | |
| R.E. | <p>What can we learn about Christianity from visiting Escomb church. - Naming features of a church, worship, harvest and leaders.</p> <p>Article 30: you have the right to learn and use the traditions, religion and language of your family.</p> <p>Why do Christians celebrate Christmas? - Understanding why are gifts given at Christmas.</p> <p>Article 14: You have the right to choose your own beliefs.</p> | | <p>How do I know I am being good? - Understand Jesus, beliefs and stories about Jesus.</p> <p>Article 30: you have the right to learn and use the traditions, religion and language of your family.</p> <p>Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people’s culture</p> <p>What is the Easter story? - Understanding why and how we celebrate Easter.</p> <p>Article 14: You have the right to choose your own beliefs.</p> | | <p>What does it mean to be a Muslim? - Naming different beliefs and practices, including festivals, worship, ritual and ways of life, in order to find out about the meaning of them.</p> <p>Article 14: You have the right to choose your own beliefs.</p> <p>Article 20: you must be looked after by people who respect your religion, traditions and language.</p> | | |
| <p>Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools</p> | | | | | | | |