



ENGLISH

In **Writing** pupils will be taught to

- spell words containing each of the 40+ phonemes.
- spell the days of the week correctly.
- punctuate sentences using a capital letter and a full stop.
- create simple sentences and sequence sentences to form a short narrative.
- join words and clauses using and.
- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- use the prefix un- (e.g. unfair).
- use -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest).
- understand the spelling rule for adding -s or -es (e.g. flowers, buses).

In **Reading** pupils will be taught to

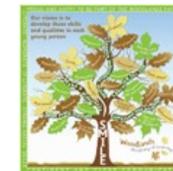
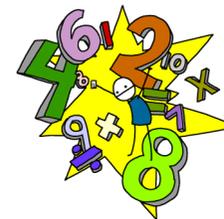
- read accurately by blending sounds in unfamiliar words.
- read and understands simple sentences.
- read common exception words.
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- understand the difference between fiction and non-fiction.
- participate in discussion about what is read to them.
- Answer retrieval, inference, sequencing and prediction questions linked to our key text.
- To understand the authors choice of vocabulary.



MATHS

Pupils will be taught to

- count to 100, forwards and backwards.
- count, read and write numbers to 100 in numerals.
- identify one more and one less.
- count in multiples of 2's, 5's and 10's.
- understand the value of 2-digit numbers.
- double and halve numbers to 20.
- identify and represent numbers using objects and pictures, including the number line.
- use the language of: equal to, more than, less than (fewer), most, least.
- represent and use number bonds and related subtraction facts within 20.
- solve problems that involve addition and subtraction, and missing number problems such as such as $7 = \square - 9$.
- solve problems involving multiplication and division.
- recognise, find and name halves and quarters of objects, shapes or quantities.
- recognise and know the value of different denominations of coins and notes.
- measure and begin to record: lengths and heights, mass/weight, capacity and volume.
- recognise and use language relating to dates, including days of the week, weeks, months and years.
- telling the time to o'clock and half past.
- recognise and name common 2-D and 3-D shapes.



2022

CURRICULUM MAP



Year 1



AUTUMN

◇ The UK!

Geography: During this topic we will explore the wonderful country we live in! We will dive deeper into the cities, towns and villages surrounding us and from further afield. We will learn about rivers, mountains, valley's, farms, forests, seas, coasts, factories and hills to help us understand the Geography of our country and local area.

◇ Time Travelers

History: The children will take a step back in time as they learn the skills required to become a history detective! They will have the opportunity to share significant people in their lives and create a family tree. They will be able to discover the different types of time passing and how long each time period last for. This topic is to prepare them for unlocking the fascinating historical learning we do throughout the year.

DT: Designing and Making a car for an alien.

Art: Drawing (Autumn 1) Painting (Autumn 2)

Science: Materials, Humans and animals and Forest School

RE: Celebrations

PE: Activity and hand eye coordination skills.

Jigsaw: Being me in my world (Autumn 1)

Celebrating Differences (Autumn 2)

Computing: Acceptable use policy and programming. We will be able to begin challenging our minds to program Bee-Bots to follow directions and complete tasks set.



SPRING

◇ The UK! (continued)

Geography: We will continue our exploration of the UK. This time we will be focussing on the differences between London and Willenhall. We will be make geographical comparisons between human and physical features of our local areas and areas from around the UK. We will be developing our own opinion on how land should be used and why it is so important.

◇ The Victorians

History: Here we learn all about the houses and homes that we live in and how they differ from those in the Victorian times. We have great fun looking at artefacts and learning about how Victorians lived before the invention of electricity! We focus on our local history and the history of lock-making in Willenhall. We visit the Locksmith house and get to have hands on experience of making a lock ourselves!

DT: Designing and making a house.

Art: Collage (Spring 1) Textiles (Spring 2)

Science: Seasonal Changes, Everyday Materials,.

RE: How do we say thank you for Earth?

PE: Gymnastics and Dance

Jigsaw: Dreams and goals (Spring 1) Healthy me (Spring 2)

Computing: Begin to log into a computer, understanding the importance of keeping passwords secret and how to use the keys and mouse to operate the computer.



SUMMER

◇ Iron Age Britain!

History: During this topic we dig deeper into life in Iron Age Britain! We make comparisons between our lives and life in Britain then. We study their houses, leadership, community and working life. Together we create our own Iron Age Hill Fort and Roundhouses and between Iron Age warriors!

◇ Map Skills

Geography: During this topic we will be practicing reading and creating our own maps of our school and the local area. We will look for key features to put on the maps and how to use the compass to always find North.

DT - Phunky foods: where does our food come from? Including a trip to a working farm!

Art: Printmaking (Summer 1) Sculpture (Summer 2)

Science: Revise Year 1 curriculum through working scientifically and conducting investigations.

RE: The power to make a difference.

PE: Athletics and Activity Games

Jigsaw: Relationships (Summer 1) Changing me (summer 2)

Computing: Understand what the different parts of a computer are and what the CPU does. To create an animation.



Talk will be at the heart of every lesson across the curriculum. We will endeavour to empower our children with the skills to adapt their language based on context and audience. They will be encouraged to feel proud of their local dialect and celebrate its origins. However, they will also have the vocabulary and understanding to draw on Standard English when appropriate.