



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

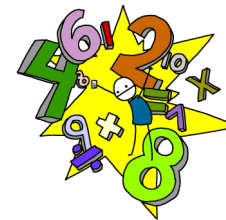
- read accurately by blending sounds in unfamiliar words.
- read and understands simple sentences.
- read common exception words.
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- understand the difference between fiction and non-fiction.
- participate in discussion about what is read to them.



MATHS

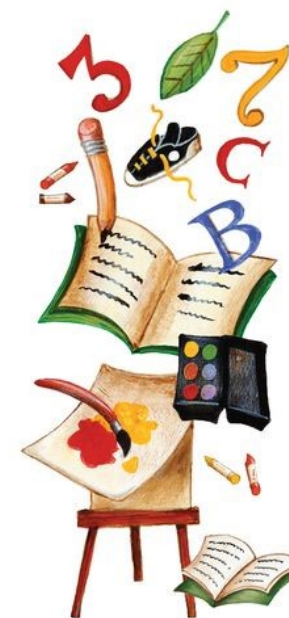
Pupils will be taught to

- 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.



2020

CURRICULUM MAP



Year 1



AUTUMN



SPRING



SUMMER

◇ Brilliant Britain!

Geography: The children will meet our friend Barnaby Bear and join him as he explores Brilliant Britain. We will learn about where the United Kingdom is on the map and the countries that form it. Leading on to look at the seas that surround the UK. We will also look at famous landmarks in across England, Ireland, Scotland and Wales. We will develop our knowledge on the UK by looking at the different continents and Oceans of the world– which one does the UK belong to?

◇ 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 events in their own life and create their very own timeline. They will also find and solve clues to unlock the mysteries and meaning of past events and significant historical figures, with a key focus on nurses.

DT: Designing and Making a car for an alien.

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

Science: Seasonal Changes, Plants, Animals and Humans, Forest school.

RE: Celebrating

PE: Activity and hand eye coordination skills.

Jigsaw: Being me in my world (Autumn 1) Celebrating Differences (Autumn 2)

Computing: Acceptable use policy, logging in and changing passwords. Creating, saving and printing documents and discussing online safety.

◇ Nosey Neighbours (Local Area)

Geography: It's time to get nosey as we look at the local area around our school. Children will learn about where they live; planning routes and observing landmarks. We will develop our knowledge of the human and physical features within our local area and decide how effective the land use is!

◇ Weather Experts

Geography: Here we learn all about the weather. We focus on 6 different climates zones and their key features– arid, temperate, mountain, tropical, Mediterranean and polar. Barnaby Bear pays us a visit again and discusses that he wants to go on a picnic in a temperate climate– the UK. We decide on the best location for Barnaby Bear to have his picnic by looking at the weather differences to ensure Barnaby finds the perfect picnic spot.

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: Follow and create instructions.

Understand that an algorithm is a set of instructions.

◇ Home sweet home

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 also look into Victorian schools and the Victorian era– focusing on a timeline of events. In this topic we also focusing on the invention of the lightbulb by Thomas Edison.

◇ Amazing Anglo-Saxons

History: This half term we will learn about all things Anglo-Saxon! Looking into key artifacts, The Battle of Hastings, Bayeux tapestry, Westminster Abbey, Alfred The Great and even practicing writing like an Anglo-Saxon!!

Phunky foods: where does our food come from?

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.