

Year 1 Curriculum Map 2020 - 2021

| Autumn 1: Topic/Area for Focus | Literacy: | Maths: |
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| This is Me – We are all Different | | |
| HISTORY Changes within living memory – from birth to old age. | Writing labels, captions and simple sentences. Revisiting recognition of Phase 2 and Phase 3 letters and their sounds in order to read and write. Focus on correct letter formation. | Number – number and place value – reading, writing and representing numbers to 10. Partitioning numbers to 10 using part-whole models. Calculation – adding and subtracting within 10. |
| GEOGRAPHY Belonging – in relation to our family, church and community. Our local environment facilities. Different ways to keep safe. | | |
| SCIENCE Naming and understanding the uses of the different parts of our body. Our senses. Healthy eating (link to Harvest) and exercise. Growth. | | |
| ART & DESIGN Still life and portraiture – develop drawing skills and attention to detail. Creating collages related to the different food groups. | | |
| DT Creating glow jars. | | |
| IT & COMPUTING “We are painters” – to use the web safely and to create an illustration about a traditional tale, understanding that the use of ICT differs from using paint and paper. | | |
| MFL | | |
| RE The Catholic Faith: looking at ‘God’s Great Plan’ and exploring the beauty of God’s world. | | |
| MUSIC Singing songs related to Harvest, Autumn and the different parts of our bodies. Exploring instruments and controlling their sounds. | | |
| PE Circle games. Team games with a focus on ball skills. | | |
| PSHE Building an awareness of self and others and rights and responsibilities in relation to behaviour for learning. Exploring our feelings. | | |

| Autumn 2: Topic/Area for Focus | Literacy: | Maths: |
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| Light and dark HISTORY Light used in the past - How light sources have changed over time e.g. the use of candles to light bulbs, seasonal changes and how they affect the hours of daylight. | Reading poems and stories with repeating patterns. Writing simple sentences using capital letters, finger spaces and full stops and joining sentences using 'and'. | Geometry – 2D and 3D shapes. Using part-whole models and number bonds to solve addition and subtraction problems. |
| GEOGRAPHY Investigate countries that experience differing seasons and periods of darkness. | Beginning Phase 5 letters and sounds. Continuing focus on handwriting and correct letter formation. | Counting forwards and back in ones to 50 and beyond. |
| SCIENCE Light and Dark - light sources, making comparisons, investigating if we can see in the dark, learning about nocturnal animals. | Using correct spelling of key words in writing. | |
| ART & DESIGN Design and make glow jars Use charcoal to create shadows and monochrome pieces of art. To learn about and appreciate artists who explore light and dark and create silhouettes. Create our own silhouettes in the style of the artists studied. | To develop creative responses to the text through drama role play and story telling. To write in role to explore and develop empathy for a character. To sequence events in books. | |
| DT Shadow Puppets – exploring different types of puppets and how they work, making puppets to retell the Christmas Nativity. | To draw inferences on the basis of what is being said and done. To discuss favourite words and phrases in stories. | |
| IT & COMPUTING “We are collectors” – to use the web safely to search for pictures of animals that we have permission to use. To copy and paste these images into a new document and sort them in different ways. | | |
| MFL Learning greetings, counting to 10, learning colours. | | |
| RE The Catholic Faith: understanding the significance of Advent, Mary our Mother and the birth of Jesus. How light is used and symbolised for a range of celebrations, eg. Bonfire Night. | | |
| MUSIC Singing songs related to our Christmas Nativity Play and Christmas Carols. | | |
| PE Throwing and catching aiming games, team-building games. | | |
| PSHE Relationships - how to be a good friend by forming different friendship groups, dealing with conflict and managing feelings and behaviour. | | |

| Spring 1: Topic/Area for Focus | Literacy: | Maths: |
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| Houses and Homes | | |
| HISTORY How people used to live – Castles and forts | To develop creative responses to the text through drama role play and story telling. | Number – number and place value – reading, writing and representing numbers to 50. |
| GEOGRAPHY Exploring houses and homes, including those around the world. | To describe characters and settings in stories | Counting in twos, fives and tens. |
| SCIENCE Everyday materials – identify and name a variety of materials, describing and comparing their physical properties. Some examples of materials are wood, plastic, glass, metal, water and rock. | To sequence events in stories. | Addition and Subtraction using numbers to 20. |
| ART & DESIGN To examine the properties of different materials and the patterns they make. To create 2D and 3D representations of different forms of transport. | To draw inferences on the basis of what is being said and done. | |
| DT designing and creating moving vehicles. | To punctuate sentences using a capital letter and a full stop. | |
| IT & COMPUTING Exploring programmable toys and using algorithms to make them move. | | |
| MFL | | |
| RE Families and celebrations – to know that we all belong to a family, to think about how we can love and help each other and to know that Mary, Joseph and Jesus are The Holy Family. | | |
| MUSIC To learn and sing songs related to our topic. To explore different rhythms and patterns in music. | | |
| PE Dance with Artis - To develop awareness of movement, shape, balance and control. | | |
| PSHE Exploring Mental Health and developing skills | | |

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| Spring 2: Topic/Area for Focus | Literacy: | Maths: |
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| Transport | | |
| HISTORY Identifying different forms of transport and recognising how transport has changed over time. | Reading and retelling familiar fairy tale stories and traditional tales. | Counting in 2s, 5s and 10s to 100. |
| GEOGRAPHY Transport – geography focus. To conduct transport surveys in our local area. To use maps and photos to plan journeys. To consider the impact of sustainable transport. | Recognising and joining in with predictable phrases in stories. | Partitioning 2-digit numbers into tens and units (17 = 10 + 7). |
| SCIENCE Animals – identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals. Describe and compare the structure of these animals. Discuss where these animals live and what they eat. | Sequencing sentences to write and retell stories. | Measurement – using standard and nonstandard units to measure length, height, weight and volume. |
| ART & DESIGN Exploring the work of different artists and exploring different media, e.g. collages | Continuing with Phase 5 letters and sounds. | Using directional language and using a compass. |
| DT Design and construction using sustainable and recyclable materials. Design and build a boat that floats. Design a moving vehicle with an axle. | Continuing focus on handwriting and correct letter formation. | |
| IT & COMPUTING Using programmable toys. Filming the steps in a recipe. | Using joining words such as 'and', 'next', 'then' and 'because' to make sentences longer and more interesting. | |
| MFL | Using correct punctuation in sentences including capital letters, finger spaces and full stops. | |
| RE Following Jesus and Easter – to learn about some of the things Jesus did as an adult. To learn the story of the Good Samaritan. To prepare for Easter by looking at Lenten Promises, Good Friday, and the Resurrection. | | |
| MUSIC Exploring pitch (high, medium and low sounds); changing pitch in relation to different characters and actions in stories. | | |
| PE Developing partner work – to play running games and use apparatus safely. To use and develop their sending, receiving and travelling skills in games with a partner. To change the rules of a game to make it more challenging. | | |
| PSHE Becoming more familiar with the work of UNICEF and the Rights of the Child. To understand that we all need to work together to make the world a fairer place for everyone. | | |

| Summer 1: Topic/Area for Focus | Literacy: | Maths: |
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| Down at the bottom of the garden | | |
| HISTORY | To read and write words with | Introducing multiplication |
| GEOGRAPHY To look at the similarities and differences between an urban and rural setting. To understand and use some simple geographical vocabulary to discuss place. To know the difference between human and physical features. | contractions (I'll, I'm and we'll). To become familiar with re-reading their own work to check that it makes sense. Continuing with Phase 5 letters and sounds. | as repeated addition and division as making equal groups or sharing equally. Finding halves and quarters of shapes and numbers. |
| SCIENCE Plants – to identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. Identify and describe the basic structure of common plants including roots, stem, leaves and flowers. | Continuing focus on handwriting and correct letter formation. Using time connectives to start sentences such as Next, After, Meanwhile, Then. | To memorise and recall addition number bonds to 20. To partition numbers 20 to 100 into 10s and 1s. |
| ART & DESIGN Study and emulate artists that use nature for art such as Andy Goldsworthy and Richard Shilling. Observational drawings from real life experiences. Looking at a variety of famous artist's work on still life and landscapes. Creating their own work based on the styles of other artists. | Continuing to use correct punctuation in sentences including capital letters, finger spaces and full stops. To experiment with creating and writing their own stories. | To count in 2s, 5s and 10s. |
| DT | | |
| IT & COMPUTING We are storytellers". Children will collaborate to create a talking book which they will share with others. They will use sound-recording equipment to record sounds. Children will understand the importance of speaking clearly and with expression | | |
| MFL - greetings, counting and describing ourselves in Spanish. | | |
| RE The Resurrection – children will learn about the resurrection of Jesus and find out what happened when he appeared to the Disciples. Children will understand that Jesus returned to Heaven after 40 days. | | |
| MUSIC Learning about the different sections in an orchestra, the names of the different musical instruments and the sounds they make. Singing songs related to science on plants and growth. | | |
| PE Collaboration games using hoops and balls. Games to promote good listening and good spatial awareness. | | |
| PSHE Understanding what plants and humans need in | | |

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| <p>order to survive. Understanding the importance of treating the environment with respect – with specific reference to The Countryside Code.</p> | | |
| <p>Summer 2: Topic/Area for Focus</p> <p>Pirates and the Seaside</p> | <p>Literacy:</p> | <p>Maths:</p> |
| <p>HISTORY Comparing changes at the seaside – children will look at how the seaside has changed throughout history. They will identify similarities and differences between ways of life in different periods. They will also research facts about the lives of famous pirates.</p> | <p>To look at stories and poems linked to our topic on pirates. To create longer narratives and imaginative stories. To look at word endings (suffixes) such as <i>helped</i>, <i>helping</i>, <i>helper</i></p> | <p>Number – children will continue to explore addition and subtraction facts. They will apply reasoning about number to solve word problems and picture stories</p> |
| <p>GEOGRAPHY Use world maps, atlases and globes to identify the countries, continents and oceans that Pirates travelled to and from.</p> | <p>To understand how the prefix <i>un-</i> changes the meaning of words (eg. unkind or untie).</p> | <p>Time –sequencing time events and considering different units of time.</p> |
| <p>SCIENCE Seasonal change – children will observe and discuss changes across the seasons. Children will describe weather associated with the seasons and how day length varies. Children will be encouraged to ask questions, carry out simple tests and record their results.</p> | <p>To continue with Phase 5 letters and sounds. To begin to join some letters in our writing.</p> | <p>Telling the time to o'clock and half past. Money – recognising coins and notes, counting with coins, solving word and picture problems involving money.</p> |
| <p>ART & DESIGN Exploring prints and patterns – children will use objects to print patterns and designs. They will make simple printing plates using polystyrene. Children will explore patterns and prints from different countries around the world.</p> | | |
| <p>DT</p> | | |
| <p>IT & COMPUTING “We are celebrating” – children will create a digital greetings card. Children will develop basic skills using a keyboard and mouse as well as the class iPads. They will combine text and images to create a card.</p> | | |
| <p>MFL</p> | | |
| <p>RE Miracles – children will learn about the different miracles that Jesus performed. They will think of ways in which we can trust Jesus when in need. Children will begin to understand how compassion motivates people and reflect on how we can help one another.</p> | | |
| <p>MUSIC Exploring sounds – children will sing songs with expression and describe different images created by music. They will change sounds to reflect feelings. Children will learn a variety of songs related to pirates and the seaside.</p> | | |
| <p>PE Games – playing various indoor and outdoor sports to build a sense of teamwork and healthy competition in preparation for our Sports Day.</p> | | |
| <p>PSHE Transition to Year 2 – children will discuss how they feel about moving to Year 2. They will</p> | | |

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| look at how we have changed over time and how they can make changes happen. | | |
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