



## Year 1 Curriculum Map – Autumn One/ Two 2018

### Learning Objectives

# Ourselves and Our Environment



- Welcome back to school - 2 days
- Ourselves and our bodies 3 weeks
- My school environment - 1 week
- Local area - 1 Week
- Percy the Park Keeper - 2 Weeks
- Harvest and trees - 1 week

#### English

##### Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form digits 0-9

##### Spelling

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

##### Writing sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it

##### Vocabulary, Grammar and Punctuation

- leaving spaces between words
- joining words and joining clauses using and

##### Reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

##### Spoken language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge

#### Mathematics

##### Number

given a number, identify one more and one less

identify and represent numbers using objects and pictorial representations including the number line, read and write numbers from 1 to 20 in numerals and words

##### Properties of shapes

recognise and name common 2-D and 3-D shapes, including:

2-D shapes [for example, rectangles (including squares), circles and triangles]

3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

#### Science

##### Plants

- identify and name a variety of ...deciduous and evergreen trees
- identify and describe the basic structure of a variety of ...trees.

##### Human body

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

#### History

#### Art and Design

- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

#### Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music

#### Religious Education

Key questions: What makes me special?  
What is special to me? How do we make people feel special?



## The Alderton Infant School Curriculum Map

<p><b>Computing</b></p> <ul style="list-style-type: none"><li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li><li>• use logical reasoning to predict the behaviour of simple programs</li></ul>	<p><b>Geography</b></p> <p>Human and physical geography</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"><li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li></ul>	<p><b>Design and Technology</b></p>	<p><b>Physical Education</b></p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <ul style="list-style-type: none"><li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li></ul>	<p><b>PSHE</b></p> <p>Feelings and behaviours</p>
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## Year 1 Curriculum Map – Autumn One 2018

### Activities

## Ourselves and Our Environment



- Welcome back to school - 2 days
- Ourselves and our bodies 3 weeks
- My school environment - 1 week
- Local area - 1 Week
- Percy the Park Keeper - 2 Weeks
- Harvest and trees - 1 week

**English**

- Ourselves and our bodies- labelling and writing simple sentences. Using and as a conjunction. Using a poetry frame.
- My school environment and local area. Common exception words.
- Percy the Park Keeper – Talk for writing and opportunities for writing at length. Using adjectives.
- Harvest and trees - Capital letters and full stops focus.

**Ongoing weekly**

- Written numbers correctly 0-9 in writing and ordering numbers 0 to 30
- Weekly handwriting, focus letter formation a-z
- Beginning to write days of the week, children write the long date in English and Topic books
- Phase 5a sounds and spellings of phase 3 and 4 common exception words.

**Maths**

**Mathematics**

2 days: ordering numbers to 20, ordering days of the week

**Place value**

Week 1 counting, ordering, comparing numbers to 20 and beyond.

Week 2 reading, writing, comparing, ordering numbers to 20 and beyond;

Week 3 adding / subtracting 1

**Addition and subtraction:**

Week 4; money: recognising coins, then finding totals.

**Shape**

Week 5 2D shapes: identifying, naming and sorting according to different properties

Week 6 3D shapes: identifying, naming and sorting according to different properties

Week 7 find 1 and 2 more; count back 1 and begin to find 1 less

**Science**

**Science**

**Plants**

- school walk, finding deciduous and evergreen leaves and sorting using Florgen forest kit, bark and leaf classification
- Labelled parts of a tree and discussed/ wrote about basic function

**Human body**

- used senses of sight, hearing, smell, touch, taste in indoor and outdoor environment
- whole class then individually drew and labelled body part and senses. Wrote/ discussed which body part was associated with each sense.

**History**

**Art and Design**

Monet- brush strokes and style imitating some of his art work in preparation for creative arts week.

**Music**

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**Religious Education**

Circle time to explore key questions and record responses in writing.

**Whole school celebration of Harvest**



## The Alderton Infant School Curriculum Map

<p>Computing Beebots- programming a series of instructions</p>	<p>Geography Human and physical features in the local environment The four seasons. Night and day.</p>	<p>Design and Technology Pottery with Mr Chesterman</p>	<p>Physical Education Football skills, focus on controlling the ball with the side of the foot and side of the foot – week 1 and 2 Throwing and catching using different equipment ie bean bags, large balls, half balls. Weeks 3-6 Moving in various ways showing balances on different parts of the body. Week 1 – 6 Jumping off equipment using both feet, landing appropriately. Week 1-6 Following yoga program to strengthen core muscles to enable balance. Weeks 1-12</p>	<p>PSHE Zones of regulation Identifying feelings. Golden rules and school expectations.</p>
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## Year 1 Curriculum Map – Autumn Two 2018

### Learning Objectives

#### Celebrations



- Diwali/ Bonfire night
- Letter writing
- Jolly Christmas Postman and suffixes
- Recount writing (Travelling by Tuba)
- Christmas around the world

#### English

##### Writing

- using –ing, –ed, where no change is needed in the spelling of root words [for example, helping, helped, eating.
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- re-reading what they have written to check that it makes sense
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

##### Reading

- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)

##### Spoken Language

- ask relevant questions to extend their understanding and knowledge

#### Mathematics

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- given a number, identify one more and one less
- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .



## The Alderton Infant School Curriculum Map

	<b>History</b>	<b>Art and Design</b> <ul style="list-style-type: none"><li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li></ul>	<b>Music</b> <ul style="list-style-type: none"><li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>play tuned and untuned instruments musically</li><li>listen with concentration and understanding to a range of high-quality live and recorded music</li><li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>	<b>Religious Education</b> <p>Key Questions:</p> <p>What does the Christmas story tell us about the special qualities of Jesus?</p> <p>How do Hindus use lights to remember special people during Diwali?</p>
<b>Computing</b> <ul style="list-style-type: none"><li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li><li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li></ul>	<b>Geography</b>	<b>Design and Technology</b>	<b>Physical Education</b> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <ul style="list-style-type: none"><li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li><li>perform dances using simple movement patterns.</li></ul>	<b>PSHE</b> <p>Safety</p>



## Year 1 Curriculum Map – Autumn One 2018

### Activities

#### Ourselves and Our Environment



- Diwali/ Bonfire night
- Letter writing
- Jolly Christmas Postman and suffixes
- Recount writing (Travelling by Tuba)
- Christmas around the world

#### English

- Diwali/ Bonfire night- Writing facts about Diwali. Speaking and listening- firework safety
- Letter writing- Using the correct features of a letter with support.
- Jolly Christmas Postman and suffixes- Beginning to use suffixes in our writing and understanding the different rules.
- Recount writing (Travelling by Tuba) - Using time conjunctions in our writing.
- Christmas around the world- Writing facts about Christmas Around the World.

Weekly handwriting focus on joining letters and sitting them correctly on the line.

Focus on saying their sentences out loud before writing them.

Writing capital letters, full stops and finger spaces.

#### Maths

##### Place value

Week 3 Saying one more and one less and 2 more and 2 less using a number line or 100 square

Week 3- Locating 2 digit numbers on number square

Week 4- Find pairs that make 5, 6 and 10

Week 5- Revised bonds that make 5, 6 and 10, use number facts to solve problems

Week 6- Revised bonds that make 5, 6, 7 and 10.

##### Addition and subtraction:

Week 1- Adding and Subtracting 1, 2 and 3

Week 1 and 2- Adding 3 small numbers

Week 5- Use known facts to solve simple addition and subtraction problems



## The Alderton Infant School Curriculum Map

<p>Science</p>	<p>History</p>	<p>Art and Design</p> <p>Creative arts week- Compared the work of Banksy, Monet and Metzinger. Recreated their style to make landscapes using a range of mediums.</p> <p>Christmas Card designs</p> <p>Pottery with Mr Chesterman</p>	<p>Music</p>	<p>Religious Education</p> <p>Speaking and Listening – Talking about how Hindus celebrate Diwali and why they use lights. Children to write facts.</p> <p>Speaking and Listening- Talking about Advent and the Nativity story.</p>
<p>Computing</p> <p>Speaking and Listening- Talked about internet safety.</p> <p>Typing skills to create a word cloud.</p> <p>Saved and printed their work.</p>	<p>Geography</p>	<p>Design and Technology</p>	<p>Physical Education</p> <p>Hockey focus- Passing the beanbag and holding the hockey stick correctly – week 1 and 2 .Passing with a ball- Week 3. Dribbling the ball using a hockey stick- Week 4</p> <p>Multi skills event- throwing and catching activities, rolling, balancing, foot work and running.</p> <p>Moving in various ways showing balances on different parts of the body. Week 1 – 12</p> <p>Jumping off equipment using both feet, landing appropriately. Week 1-62</p> <p>Travelling along equipment in different ways. Week 1-6</p> <p>Following yoga program to strengthen core muscles to enable balance. Weeks 1-12</p>	<p>PSHE</p> <p>Safety-road, house, water, fire and rail.</p>