

# Y1 Curriculum Map

		Autumn – Julia Donaldson into the Woods	Spring – Rumble in the Jungle	Summer – Under the Sea
Reading	Text Types	<p><b>Narrative:</b> Stories with familiar settings; contemporary fiction – stories reflecting children’s own experiences.</p> <p><b>Non-Fiction:</b> Labels, captions and lists; Instructions</p> <p><b>Poetry:</b> Using the Senses – shape poetry</p> <p><b>Take One Book:</b> in depth study of a book linked to a special interest or topic. <a href="#">RRSA links to article 29 (goals of education)</a></p>	<p><b>Narrative:</b> Predictable and patterned language; Predictable phrasing</p> <p><b>Non-Fiction:</b> Information texts; Explanations</p> <p><b>Poetry:</b> Poems on a theme; Rhyming and Couplets</p> <p><b>Take One Poet:</b> in depth study of the work of one poet linked to a special interest or topic. <a href="#">RRSA links to article 29 (goals of education)</a></p>	<p><b>Narrative:</b> Traditional and fairy tales.</p> <p><b>Non-Fiction:</b> Recount, fact and fiction Letters, diary writing.</p> <p><b>Poetry:</b> Pattern on the page</p> <p><b>Take One Book:</b> in depth study of a book linked to a special interest or topic. <a href="#">RRSA links to article 29 (goals of education)</a></p>
	Word reading	Phonics Programme: Read, Write Inc		
	Comprehension	Texts include: Y1 poetry, key stories, traditional stories, fairy stories and non-fiction texts (NC p.21) <a href="#">RRSA links to article 29 (goals of education)</a>		
Writing	Transcription	Phonics/Spelling programme (NC Appendix 1)		
	Composition	Y1 Short narratives (NC p.24)		
	VGP	NC Appendix 2		
Speaking and Listening	12 Statutory statements (NC p.17)			
Maths	<p><b>Number:</b> Number and Place Value Four Operations (Written and Mental Calculations) Recognise and make amounts in pence and pounds</p> <p><b>Geometry:</b> Properties of 2D Shapes, Position, Direction and Movement, Symmetry</p> <p><b>Measurement:</b> Length</p> <p><b>Statistics:</b> Sorting Information into simple tables</p>	<p>Number and Place Value Four Operations (Written and Mental Calculations)</p> <p>Geometry: Properties of 3D Shapes Geometry: Position and Direction Measurement: Time &amp; Calendars Statistics: Interpreting Pictograms and Block Graphs Fractions</p>	<p>Number and Place Value Four Operations (Written and Mental Calculations)</p> <p>Geometry: Properties of Shapes Geometry: Position and Direction Measurement: Weight &amp; Capacity; Time Statistics: Making Pictograms and Block Graphs Fractions</p>	
Science	Science Seasonal changes: across the four seasons/weather			
Computing	Uses of Everyday Materials	Plants	Animals, including humans	
	IT: Use word processing and publishing software to produce an advertisement/poster; Use online tools to hot seat a historical or fictional character (links to English, Geography and History).  Digital Literacy and e-Safety: Staying Safe Online	IT: Use word processing, publishing software and online tools to keep a blog and to create a newspaper (links to English and History).  Computer Science: Algorithms and instructions; Programmable toys and hardware.  Digital Literacy and e-Safety: Digital Footprints	IT: Create a database; Record and playback sound; Take photographs; Combine photographs, audio and text to create videos (links to Science, History, Geography and English).  Computer Science: Algorithms and instructions; Programmable apps and software.  Digital Literacy and e-Safety: Cyberbullying; Safety when Online.	
History		Changes within living memory: sport	Significant people: Explorers Captain Cook	

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<p><b>Geography</b></p>	<p>Location knowledge: The UK</p> <p>Human and physical geography: Weather</p> <p>Geographical skills and fieldwork: The UK</p> <p>Human and physical geography: Basic geographical vocabulary to refer to key physical features. RRSA links to article 29 (goals of education) RRSA links to article 31 (leisure, play and culture)</p>	<p>Geographical skills and fieldwork: Location of features and route on a map.</p> <p>Place Knowledge: Basic geography of UK and Teesside, compared to area of the Arctic.</p> <p>Geographical Skills and Fieldwork: use aerial photographs and plan perspectives; devise a simple map; basic symbols in a key.</p> <p>RRSA links to article 29 (goals of education) RRSA links to article 31 (leisure, play and culture)</p>	<p>Place knowledge: Study the Geography of school and its grounds, and the key human and physical features of its surrounding environment.</p> <p>Human and physical geography: Basic geographical vocabulary to refer to key physical and human features. RRSA links to article 29 (goals of education) RRSA links to article 31 (leisure, play and culture)</p>
<p><b>D.T.</b></p>	<p>Structures: e.g. construct a tree/house (links to science) Baking: Gruffalo brownie</p>	<p>Rainforest scene/ story box</p>	<p>Textiles: e.g. make a hand puppet (links to English and/or History) Moving jellyfish.</p>
<p><i>Design, Make, Evaluate, Technical Knowledge Throughout all DT projects.</i></p>			
<p><b>Art and Design</b></p>	<p>Collage: e.g. use natural/man-made materials to produce a collage (links to Science) Paint mixing and collage linking to Julia Donaldson The Stickman. RRSA links to Article 31 (leisure, play and culture)</p>	<p>Observational drawings/Illustrations: e.g. study famous artists/illustrator and produce own drawings based on this stimuli (links to English). RRSA links to Article 31 (leisure, play and culture)</p>	<p>Sculpture: Clay ornaments (links to Science) ship. Landscapes: colour/textures/line/shape/form – one in depth artist (links to history and Geography) RRSA links to Article 31 (leisure, play and culture)</p>
<p><b>Music</b></p>	<p>Charanga units throughout the year. Opportunities for recorder, harp and guitar tuition. Durham/Stockton Music Services Drumming Workshop. RRSA links to Article 31 (leisure, play and culture) RRSA links to Article 29 (goals of education)</p>		
	<p><b>Performing</b>-Singing School songs</p> <p><b>Performing</b>- Playing Chant and clap in time with a steady pulse using words related to topic. Play junk instruments together keeping beat.</p> <p><b>Improvising and Experimenting</b> Make junk instruments using different materials. Play the instruments together following a conductor. Respond to range of gestures for start/stop, slow/fast, loud/quiet; Make a picture label for each group of instruments.</p> <p><b>Listening</b> Play games to guess what is making the sound; Sounds heard on the way to school; Listen to local music; Tap knees in time to steady beat.</p>	<p><b>Performing</b>-Singing Songs</p> <p><b>Performing</b>-Playing Introduce chime bars- tuned percussion. Illustrate stories or nursery rhymes by playing up or down chime bars at appropriate moment; Represent shoots growing up and roots growing down; Play copy cats tap back rhythm patterns.</p> <p><b>Improvising and Experimenting</b> Play instruments or use body percussion in different ways to create sound effects. Make a picture label for each sound effect; Suggest which instrument would make a particular sound; Explore different types of voices (Use puppets) Use own voices to create sound effects</p> <p><b>Listening</b> Listen to different sounds in the environment then use memory to make a list; Recall short sequences and patterns of sounds; Listen to classical music.</p>	<p><b>Performing</b>-Singing Listen to and copy notes G and E; singing voices and match pitches. Songs</p> <p><b>Performing</b>- Playing Play sounds in response to an animal story/poem, using body percussion/ untuned / tuned instruments. Perform to story.</p> <p><b>Improvising and Experimenting</b> Select sounds in response to an animal story/poem. Experiment to see what sounds could be added to depict ideas. Children compose own Animal rhythms/ Animal sounds short sequences of sound using symbols for support. Animal footsteps=pulse Pulse/rhythm grids</p> <p><b>Listening</b> Sing back melodic phrases (tunes) they have heard; Listen to classical music.</p>
<p><b>P.E.</b></p>	<p>Coverage throughout the year depending on coaches and other planned activities: Basic Movements and Activities (e.g. gymnastics)</p>		

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	Team Games Dance RRSA links to Article 31 (leisure, play and culture)
<b><u>R.E.</u></b>	See RE Scheme RRSA links to Article 14 (Freedom of thought, belief and religion) RRSA links to Article 30 (children of minorities) RRSA links to Article 12 (respect for the views of children)
<b><u>MFL</u></b>	French Greetings/Numbers/Colours/Animals/Basic phrases/All about me/My body parts/School routine RRSA links to Article 29 (goals of education)