

Y1 Curriculum Map 2020-2021

		<i>Autumn – Into the Woods</i>	<i>Spring – Explorers Through Time</i>	<i>Summer – Land Ahoy!</i>
Reading	Text Types	<p>Narrative: We're Going on a Bear Hunt (Michael Rosen) Little Red Riding Hood The Gruffalo (Julia Donaldson) Stick Man (Julia Donaldson)</p> <p>Non-Fiction: Labels, captions, lists and instructions.</p> <p>Poetry: Exploring rhyme and poetic verse and language through poems written by focus author, Julia Donaldson.</p> <p><i>RRSA links to article 29 (goals of education)</i></p>	<p>Narrative: Dr Xargles Book of Earthlets (link to explanation texts) (Jeanne Willis) Whatever Next! (Jill Murphy) Night Monkey! Day Monkey! (Julia Donaldson)</p> <p>Non-Fiction: Diaries; Explanations; Letters</p> <p>Poetry: Rhyming and Couplets- Rumble in the Jungle</p> <p><i>RRSA links to article 29 (goals of education)</i></p>	<p>Narrative: Yo Ho Ho! A-pirating We'll Go! (Kaye Umansky) The Adventures of a Plastic Bottle! (Alison Inches) Shark in the Park! (Nick Sharratt) Barry the Fish with Fingers (Sue Hendra)</p> <p>Non-Fiction: Non-chronological reports; Information Texts</p> <p>Poetry: Commotion in the Ocean; Pirate songs and Sea Shanties</p> <p><i>RRSA links to article 29 (goals of education)</i></p>
	Word reading	Phonics Program: Read, Write Inc.		
	Comprehension	<p>Weekly English lesson structure to include focussed teaching of comprehension skills linked to school reading skills. Guided Reading focus on Year 1 Reading- Comprehension skills Texts include: Y1 poetry, key stories, traditional stories, fairy stories and non-fiction texts (NC p.21)</p> <p><i>RRSA links to article 29 (goals of education)</i></p>		
Writing	Transcription	RWI Phonics/Spelling programme (NC Appendix 1) Spelling Shed		
	Composition	Y1 Short narratives (NC p.24) Significant focus initially on ELG Writing Skills for those still working at EYFS level		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p.17)		
Maths		<p>Number: Number and Place Value <i>Four Operations (Written and Mental Calculations)</i> Number bonds, 2, 5 and 10 Times table, sequencing numbers.</p> <p>Fractions: Doubling/halving and finding a quarter of amounts</p>	<p>Geometry: Properties of 2D Shapes, Position, Direction and Movement, Symmetry, Properties of 3D Shapes</p> <p>Statistics: Interpreting Pictograms and Block Graphs Making Pictograms and Block Graphs Statistics: Sorting Information into simple tables</p>	<p>Measurement: Length Measurement: Weight & Capacity; Time Recognise and make amounts in pence and pounds</p> <p>Number and Place Value Four Operations (Written and Mental Calculations) in preparation for Y2, column addition/subtraction.</p>
Science		<i>Science Seasonal changes: across the four seasons/weather</i>		
		<i>Plants</i>	<i>Animals, including humans</i>	<i>Uses of Everyday Materials</i>
Computing	Multimedia	<p>General Skills · Save, retrieve and print work.</p> <p>Graphics · Use various drawing tools to create images.</p>	<p>Text · Add text to a page and change the colour, font and size of the text.</p> <p>Sound Recording · Use technology to record sounds.</p> <p>Video · Capture video</p>	<p>Programming · Know what an algorithm is. · Know that correcting errors in an algorithm or program is called 'debugging'. · Know how to use the direction keys to move forwards, backwards, left and right. · Know how to create a simple algorithm.</p>
	Online	· Navigate simple online programs and websites, such as Purple Mash.		· Know how to debug their algorithm. · Explain what coding means. · Design a simple program using coding.
	Digital Safety	· Log in to software or hardware safely using their own login. · Understand the importance of logging out.	Presentation · Share multimedia created with the class.	

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	<p>Information Technology</p> <ul style="list-style-type: none"> · Understand what is meant by 'technology'. · Talk about types of technology used in school and out of school. 	<p>Data (Maths Project)</p> <ul style="list-style-type: none"> · Sort items using a range of criteria. · Contribute to the collection of data. · Create a simple pictogram. · Discuss what a pictogram shows. · Can navigate around a spreadsheet. · Can explain what rows and columns are. · Enter data into cells. 	
<p>History</p>	<p>Changes within living memory How has Wynyard changed? (Linked to move to change in School site)</p> <p>Chronological Knowledge and Understanding</p> <ul style="list-style-type: none"> · Sequence events in their life. · Match objects to people of different ages. <p>Knowledge and understanding of events, people and changes in the past.</p> <ul style="list-style-type: none"> · Recognise the difference between past and present in their own and others' lives. 	<p>Significant People and Events: Ed Stafford David Attenborough Tim Peake/Space X vs Neil Armstrong Scott/Shackleton vs Henry Worsley</p> <p>Chronological Knowledge and Understanding</p> <ul style="list-style-type: none"> · Sequence 3 or 4 artefacts from distinctly different periods of time. <p>Knowledge and understanding of events, people and changes in the past.</p> <ul style="list-style-type: none"> · Know and recount episodes from stories about the past. <p>Historical Significance</p> <ul style="list-style-type: none"> · Compare adults talking about the past – how reliable are their memories? <p>Historical enquiry</p> <ul style="list-style-type: none"> · Find answers to simple questions about the past from sources of information e.g. artefacts. 	<p>Significant People: Captain Cook</p> <p>Historical Significance</p> <ul style="list-style-type: none"> · Use stories to encourage children to distinguish between fact and fiction. <p>Historical enquiry</p> <ul style="list-style-type: none"> · Find answers to simple questions about the past from sources of information e.g. artefacts.
	<p>Organisation and communication</p> <p>Shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).</p>		
<p>Geography</p>	<p>Fieldwork</p> <ul style="list-style-type: none"> · Recognise and make observations to study the Geography of School, e.g. drawing pictures, taking photographs, collecting simple data. <p>Interpretation of Geographical Information</p> <ul style="list-style-type: none"> · I can use aerial photographs to recognise geographical features. <p>Knowledge Acquisition: Geography of the school and its grounds- creating and interpreting maps. Key physical and human features of the local environment. Locational knowledge of Wynyard within the UK. <i>RRSA links to article 29 (goals of education)</i> <i>RRSA links to article 31 (leisure, play and culture)</i></p>	<p>Interpretation of Geographical Information</p> <ul style="list-style-type: none"> · Identify the UK and its countries and seas using world maps, atlases and globes with support. · I can use aerial photographs to recognise geographical features. <p>Knowledge Acquisition: Locational knowledge of the UK and wider World. Knowledge of climates in different locations around the World. <i>RRSA links to article 29 (goals of education)</i> <i>RRSA links to article 31 (leisure, play and culture)</i></p>	<p>Communicating Geographical Information</p> <ul style="list-style-type: none"> · Follow directions (left/right, near/ far and can draw a simple picture map. · Suggest own symbols for real and/ or imaginary maps. · Use relative vocabulary e.g. Bigger smaller. <p>Knowledge Acquisition: Weather and climate- climate change</p> <p>Educational Beach School Visit.</p> <p><i>RRSA links to article 29 (goals of education)</i> <i>RRSA links to article 31 (leisure, play and culture)</i></p>

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<u>D.T.</u>	Structures: Minibeast hotel- STEAM link Baking: Gruffalo cakes	Structures: Den building linked to Commando Joes	Textiles: Pirate hat and eye patch
	<i>Design, Make, Evaluate, Technical Knowledge Throughout all DT projects.</i>		
<u>Art and Design</u>	Collage: e.g. use natural/man-made materials to produce art (links to Science)- link to Andrew Goldsworthy Investigate a range of different materials and experiment with how they can be connected together to form simple structures Paint mixing and collage linking to Julia Donaldson The Stickman. RRSA links to Article 31 (leisure, play and culture)	Recognise and name primary and secondary colours Mix primary colours to make secondary colours Share colour charts to compare variations of the same colour (artist link –Mondrian, contextual link – Great Fire of London, images of fire) Create and experiment with shades of colour and name some of these (artist link – Vincent Van Gogh) RRSA links to Article 31 (leisure, play and culture)	Finger print, sponge print, create block prints to form patterns, experiment with amounts of paint applied and develop control Develop controlled printing against outline /within cut out shapes (different cultures –Chinese block prints) RRSA links to Article 31 (leisure, play and culture)
	<p><i>Charanga units throughout the year. Opportunities for ukulele tuition. RRSA links to Article 31 (leisure, play and culture) RRSA links to Article 29 (goals of education)</i></p>		
<u>Music</u>	<p>Performing-Singing School songs (worship) Performing- Sing and preform actions in time with a steady pulse. Play junk instruments together keeping beat. Improvising and Experimenting Make junk instruments using different materials. Play the instruments in time with the beat. Respond to range of gestures for start/stop, slow/fast, loud/quiet; Make a picture label for each group of instruments.</p>	<p>Performing-Singing Songs (worship) Performing- Illustrate stories or nursery rhymes by playing in time with the music. Improvising and Experimenting Play instruments or use body percussion in different ways to create sound effects. Listening Play games to guess what is making the sound. Listen and respond songs.</p>	<p>Performing-Singing Listen to and copy chords f and f7; singing voices and match pitches with ukulele Performing- Playing Play sounds in response to an song story/poem, using body percussion/ untuned / tuned instruments. Perform to story. Listening Sing back melodic phrases (tunes) they have heard; Listen to a range of different music.</p>
	<p><i>Coverage throughout the year depending on coaches and other planned activities: RRSA links to Article 31 (leisure, play and culture)</i></p>		
<u>P.E.</u>	Movement and motor skills Throwing and Catching Dance Bounce skills and games	Gymnastics Games (rolling and bowling) Games (throwing and catching) Invasion games	Striking and fielding Games (kicking) Sending and receiving Athletics
	What do Christians believe God is like? Why does Christmas matter?	Who made the World? Who is Muslim and what do they believe?	Who am I? What does it mean to belong?
<u>R.E.</u>	<p><i>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)</i></p>		
	<p><i>French Greetings/Numbers/Colours/Animals/Basic phrases/All about me/My body parts/School routine RRSA links to Article 29 (goals of education)</i></p>		
<u>MFL</u>			