



YEAR 1 TERM 1 CURRICULUM MAP



OURSELVES & WILD WEATHER

In the first topic of **OURSELVES**, the children will begin to develop an awareness of the past and the passing of time. They will learn how to use words to talk about the past and changes that have happened in their own lives and lives of others. This will enable them to begin to develop an awareness of chronology. Additionally, they will use a range of simple sources to find out about the past and communicate their knowledge in different ways including drawings, writing, discussion and play, thus linking different subjects with the history theme.

HISTORY: The children will talk about things that happened when they were small; know, and explain how they have changed since they were born; use simple words and phrases that indicate the passing of time; create a simple timeline of their life; find out something about the past by talking to an older person and other sources like books and film; identify differences between aspects of life 'now and then'; tell the difference between past and present in their own and other people's lives.



ENGLISH: The children will write recounts based on an experience from this term's learning especially after our visit to **WISLEY GARDENS**.

ART & DESIGN - SHADING & MARK MAKING: The children will create self-portraits selecting the correct brushes for different parts of the face naming primary and secondary colours; make skin tones using colour mixing techniques. The children may also gather and sort materials for a collage about 'Ourselves', developing cutting and tearing techniques;

During the second topic this term, **WILD WEATHER**, the children will begin to

SCIENCE: The children will observe the effects that changing seasons and weather have on them and on the world around them; keep their own weather records and look for patterns in the data collected.



GEOGRAPHY: This topic will enable children to develop their knowledge about the world, the United Kingdom and their locality by studying seasonal and daily weather patterns and location of hot/cold areas of the world in relation to the Equator and the North/South Pole; to ask geographical questions, observe and record and express their own views about people; use geographical vocabulary; use maps and atlases, both physical/digital; use secondary sources to locate specific places/information. Investigate the effects of extreme weather on people living in the U.K.

ENGLISH: The children will write weather poems and weather reports which will be recorded.

COMPUTING: Use Purplemash and the BBC Weather Watchers to record data and produce weather reports.

DESIGN TECHNOLOGY - MECHANISMS: The children will design and plan a picture with moving parts; select from and use a range of tools and equipment to cut materials; use finishing techniques and talk about their work.

ENGLISH

STORIES WITH FAMILIAR SETTINGS
Read key texts: Titch, On The Way Home; listen, read and investigate familiar settings e.g. house, school, shops and park; use story language to sequence events; describe familiar settings orally and in writing; use role-play to generate ideas; produce and publish stories with familiar settings.

POETRY - USING THE SENSES
Read and discuss a range of poems with predictable phrases; learn to appreciate rhymes and poems, and to recite some by heart; identify and sort words in poems that describe the senses; model and invent actions to be performed when reading or reciting the poems; capture language ideas and vocabulary through playing sensory games such as pulling out objects from a feely bag; model and support the writing of own patterned poems that describe the senses.

LABELS AND CAPTIONS
Read and discuss the purpose of labels and lists around the classroom; use ICT to explore captions; write a complete sentence caption for an object or picture with a capital letter and full stop.

RECOUNT
Read a range of recounts of personal experiences and identify success criteria; practise orally recounting a personal experience with a partner; make a group visual, using pictures or a simple time line to order events; write a simple recount through modelled and shared composition; produce and publish a recount based on a first-hand experience.

DESCRIPTION OF THE WEATHER FOR A WEATHER FORECAST
Watch and discuss a weather forecast. Role-play using subject specific vocabulary; model and support writing of one or two sentences about the weather to be presented to class.

READING
Reading is taught in different ways, using a rich variety of texts. During writing sessions, pupils investigate a text in depth, usually linked to topic work. In guided reading sessions, children work in smaller groups, on a range of texts, these sessions are targeted to develop their reading (decoding) and comprehension skills at their individual level. As well as taking books home, a love of reading is encouraged through reading corners, author visits and celebrations of reading and literature.
The year 1 programmes of study for **VOCABULARY, GRAMMAR, PUNCTUATION** and **SPELLING** will be followed.



MATHEMATICS

NUMBER AND PLACE VALUE
Count to and across 100. Forwards and backwards, beginning with 0 or 1 or from any given number; count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s; identify 1 more and 1 less; count to and across 100. Forwards and backwards, beginning with 0 or 1 or from any given number; read and write numbers from 1 to 20 in words; use language of equal to, more than, less than, fewer, most and least.

ADDITION AND SUBTRACTION
Read, write and interpret mathematical statements involving addition and 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 0; identify and represent numbers using objects and pictorial representations including the number line; solve one step problems which involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9.

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

MEASUREMENTS
Recognise and use language relating to dates, including days of the week, weeks, months and years



SCIENCE

USING OUR SENSES
Identify and name simple parts of the body; introduced to the concept of five senses that help them to find out about the world around them and link those senses to particular parts of their body; carry out a variety of comparative tests and identifying and classifying enquiries; organise any data collected using tables and tally charts as appropriate, and look for simple patterns, for example, about their likes and dislikes.

OUR CHANGING WORLD
Revisit plants and trees repeatedly over an extended period of time and develop an understanding that plants change as they grow and according to the seasons and weather conditions. **A VISIT TO RHS WISLEY GARDENS FOR A SENSE WALK WILL LINK THE SCIENCE TOPICS OF USING OUR SENSES WITH OUR CHANGING WORLD.** Make observations of animal life in the school grounds and Chinbrook Meadows, investigate the variety of birds that visit a school-based feeding station and learn about caring for different animals over time; from a familiar pet cat or dog to a collection of garden snails.



ART & DESIGN

LEAF PRINTING & COLLAGE
Print onto paper and textiles; gather and sort materials for collage; cut and tear paper & natural materials for a collage.

BRITISH VALUES: Develop self-knowledge, self-esteem & self-confidence.

R.E.

WHO AM I?/BELONGING
Understand what it means to belong, think about what is special for them about belonging. Develop a sense of belonging in other religions.
BRITISH VALUES: Accept & tolerate different faiths & beliefs.

THE BIBLE AND CHRISTMAS
Explore the Bible as a special book and why it is different from other books. Look at the celebration of Jesus' birth and why he is special for Christians.

MUSIC

Use voice in different ways to chant, speak and sing; handle and play percussion instruments with control; play instruments or move to the beat; choose sounds to go with a story; respond to music with actions and movement; identify sounds and explore how they can be changed; copy short rhythm patterns.

P.E.

GAMES: Passing, catching, throwing and kicking skills using a range of different equipment. Aiming and rolling different sized balls to increase accuracy.
GYMNASTICS: Jumping, bouncing and landing using different feet and combinations.
DANCE: Creating, rehearsing and performing dance based on 'ourselves' our body parts and senses.

COMPUTING

We are Treasure Hunters
To use simple programmable toys as a starting point to introduce and underpin an understanding of decoding, safely and sensibly, as well as showing respect for the work of peers; understand a programmable toy can be controlled by inputting a sequence of instructions; develop and record sequences of instructions as an algorithm; debug programs and predict how programs will work. Learn about e-safety when working online; find images and information from the web. Recording work by taking photographic and video evidence. **Bee-Bot app; Daisy the Dinosaur.**

We Are TV Chefs
Break down a process into simple, clear steps, as in an algorithm; use different features of a video camera; use a video camera to capture moving images; develop collaboration skills; discuss their work and think about how it could be improved. **iMovie, Brushes, Microsoft Paint Digitally recorded work.**



P.S.H.E. incl. R.S.E.

Identify and name some feelings and express some of their positive qualities; understand simple citizenship concepts, e.g. rights and wrongs, fairness and rules.
BRITISH VALUES: Distinguish between right and wrong.
RSE: Keeping Clean