

Early Years / Year 1 Curriculum Map Year B
Autumn 1

Richmond, Tintern, Kirkstead

<p>English Fiction Associated grammar Non fiction</p>	<p>Recovery Curriculum: Here We are (2 weeks)</p> <p>Dogger</p> <p>Yr. 1 Entertain: Simple narrative- retelling a story or imitating story but with changes to characters or their adventures. Or a new story starring a character they have met in a book.Extra pages- writing additional pages for books (for example, extra animals for Oi Frog!- ‘armadillos sit on pillows’ etc.).Diary- a character’s diary telling the story from their point of view (e.g. Little Bear or the penguin from Lost and Found).Describe: Detailed description of a character from the story- George or Puffin Peter. Joining words and joining sentences using and How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) Regular plural noun suffixes –s or -es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How words can combine to make sentences Sequencing sentences to form short narratives Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun</p> <p>EYFS: Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>
	<p>Non-fiction- Information text The Seasons</p>
<p>Maths</p>	<p>Y1- Number & 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; given a number, identify 1 more and 1 less; identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least; read and write numbers from 1 to 20 in numerals and words; practising ordering first, second and third; count in multiples of twos, fives and tens. Addition and Subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs; represent and use number bonds and related subtraction facts within 20; solve one-step problems that 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 shapes. Measurement – Length and Height Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; measure and begin to record the following: lengths and heights.</p> <p>EYFS – Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as ‘behind’ or ‘next to’.</p> <p>11. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways</p>

	Key knowledge	Key skills	Key content/vocabulary
Topic theme Marvellous Me	Pupils should be taught about: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -	Y1 Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time Show where places, people and events fit into a broad chronological framework Begin to use dates EYFS Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions	To recognise changes in their life, related to national events
Science- Animals inc Humans Body and senses	1b4: Identify, name, draw and label the basic parts of the human body and say what part of the body is associated with which sense	Y1: Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes EYFS. They make observations of animals and plants and explain why some things occur, and talk about changes	That each part of the body is associated with each sense - sight, hearing, taste, touch and smell. They learn that the sense of touch is associated with the whole body, rather than a particular organ.
R.E Myself & Creation	Creation (U.C 1.2) Who made the World?	PUPILS WILL KNOW THAT CHRISTIANS BELIEVE: <ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. EYFS- to know that there are differences between themselves and others	Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world.

<p>Music ME1 Ourselves ME 10 Our bodies</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Y1 Instruments: Pupils should be taught to: play tuned and un-tuned instruments musically Describe, name and group a variety of instruments Play instruments or use body percussion in different ways to create sound effects and follow directions to ‘perform’ a story together Y1 pitch: Listen to notes G - E played on chime bars. Use the tune found in playground songs e.g. ‘I’m the King of the Castle’, to find their singing voice and match pitches Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice Follow the shape of the melody when singing songs. (Use hand/arm to gesture) EYFS Begins to build a repertoire of songs and dances.. Explores the different sounds of instruments. Initiates new combinations of movement and gesture in order to express and respond to feel-ings, ideas and experiences.</p>	<p>Create, respond to, place and change vocal sounds Respond to change of mood in a piece of music with a slow and fast steady beat Identify a repeated rhythm pattern Explore, create and place vocal and body percussion sounds Invent and perform new rhythms to a steady beat</p>
<p>Art/DT Self portraits</p>	<p>use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Y1: Work from observation and known objects Use imagination to form simple images from given starting points or a description Begin to collect ideas in sketchbooks Work with different materials Begin to think what materials best suit the task about own work and that of others Investigate a range of different materials and experiment with how they can be connected together to form simple structures Look at sculptures and try to recreate them using everyday objects/range of materials Look at sculptures by known artists and natural objects as starting points for own work EYFS: Exploring and using media and materials . Explores what happens when they mix colours. Experiments to create different textures. . Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.</p>	<p>Children create self portraits using a range of media</p>
<p>Computing 2.3 We are Photographers</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 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.</p>	<p>Yr 1 Media: Pupils learn to use digital cameras and microphones for a purpose EYFS: Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Take and edit photographs to create a shared portfolio</p>
<p>PE Mastering basic movements</p>	<p>Y1: 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</p>	<p>Y1: Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform combinations of the above Show control at take-off and landing Describe different ways of jumping Explain what is successful or how to improve Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm Describe different ways of throwing Explain what is successful or how to improve EYFS: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Children will learn, practice and refine a range of basic movements including running, jumping, throwing and catching.</p>

<p>RSE Emotional well being</p>	<p>that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)* • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>	<p>Y1 R1. to communicate their feelings to others, to recognise how others show feelings and how to respond R2. to recognise that their behaviour can affect other people R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class EYFS Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p>	<p>Y1 – R1, R2, R5</p>
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