

Early Years / Year 1 Curriculum Map Year B
Autumn 2

Richmond, Tintern, Kirkstead

<p>English Fiction Associated grammar Non fiction</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 I</p> <p>PLUS ANY ADDITIONAL GRAMMAR FEATURES FROM GAPS ANALYSIS</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 Animals</p>
<p>Maths</p>	<p>Yr 1 Multiplication and Division ;Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher; understand multiplication and division through grouping and sharing small quantities.</p> <p>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 $7 = ? - 9$.</p> <p>Geometry – Position and Direction; Describe position, directions and movements, including whole, half, quarter and three-quarter turns.</p> <p>Number – Fractions Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity; recognise and combine halves as part of a whole.</p> <p>Measurement – Money Recognise and know the value of different denominations of coins and notes.</p> <p>Measurement – Time Sequence events in chronological order using language; recognise and use language relating to dates, including days of the week, weeks, months and years; tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Reception</p> <p>Number</p> <p>Match number cards to autumn treasures to develop number recognition and one-to-one correspondence., Combine two different groups of autumn treasures and find the total. Subtract autumn treasures from a group to find what is left. Number formation.</p> <p>Shape, Space and Measure</p> <p>Sort and group autumn treasures based on size, colour, shape. Compare the lengths of different leaves. Set up an autumn role-play bakery where the children use money to buy items. 'Snack shop' – children pay for their snack using different coins.</p>

	Key knowledge	Key skills	Key content/vocabulary
Topic theme Stop, Look and Listen	<p>Pupils should be taught to:</p> <p>Yr1•use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>•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</p>	<p>Y1</p> <p>Gather information. Use basic observational skills Carry out a small survey of the local area/school Draw simple features Ask and respond to basic geographical questions Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey Sketching Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features Audio/Visual-Recognise a photo or a video as a record of what has been seen or heard, Use a camera in the field to help to record what is seen</p> <p>EYFS 2.They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>To recognise features f the local area, identify key local features and conduct a transport review of the village</p>
Science- The Seasons	<p>1d1: Observe changes across the four seasons</p> <p>1d2: Observe and describe weather associated with the seasons and how day length varies</p>	<p>Yr 1 Pupils should observe and talk about changes in the weather and the seasons. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p> <p>EYFS</p> <p>6. Looks closely at similarities, differences, patterns and change.</p>	<p>Children use data from a simple table to create a pictogram of weather in the local area. Children place the seasons and months of the year in order. They use this information to show the sequence of seasons and months. Children look at different events from throughout the year. They place them in the right season. Children look at different types of weather. They cut and paste the correct description, or write their own. Children match timelines showing the Sun's position in the sky to their respective seasons.</p>
R.E God- Christianity My Friends	<p>Yr 1 God-Christianity</p> <p>EYFS My Friends</p>	<p>Yr 1 Beliefs about God and how they are explored in stories from the Old Testament:</p> <ul style="list-style-type: none"> o Belief in one God who has created the world (Genesis 1) o Belief that God loves human beings and wants them to be in relationship with him (e.g. Abraham, Moses, Noah, King David) o Belief that God never gives up on people (e.g. Jonah) <p>▣Belief that Jesus is 100% human and 100% God (the incarnation – ‘God in the flesh’)</p> <p>▣Belief that Jesus has come to work with human being to try to fix what has been spoiled</p> <p>▣Belief that he does this by teaching about what the world should be like (e.g. parables of the Good Samaritan, Lost Son, Lost Sheep, etc.) and through the way he lives his own life (e.g. treating others the way he would want to be treated – the Golden Rule in Mark 12:30-31, the healing of Jairus’ daughter in Mark 5:21-43, the Samaritan women at the well, the story of Zacchaeus, etc.)</p> <p>▣Belief that he is there to do one key job – to get rid of the death that came into the world when the first humans made their bad decision = the crucifixion and resurrection narratives</p> <p>▣Belief that what humans have to do is get rid of the suffering that came into the world when the first humans made their bad decision; Christians do this by following Jesus’ teachings and example; if they are successful, they believe things will go back to what God originally intended when he created the world – they call this the Kingdom of God</p> <p>EYFS Introduce the idea of community and the Golden Rule: treat others as you would want to be treated, which can be found in many religions</p>	<p>Yr 1 What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc.</p> <p>▣What do stories in the New Testament tell Christians about Jesus</p> <p>EYFS The Golden Rule – treat others the way you want to be treated (e.g. Mark 12:30-31, Hadith 13, Leviticus 19:18, etc.)</p> <p>▣ Examples of this from different religions, e.g. the Good Samaritan (Christianity), the Prophet Salih and the camel (Islam), Joseph and his brothers (Judaism)</p>

<p>DT construction</p>	<p>Pupils should be taught to: Yr1 •design purposeful, functional, appealing products for themselves and other users based on design criteria •generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p>Yr1 State the purpose of the design and the intended user Explore materials, make templates and mock ups e.g. moving picture / lighthouse Generate own ideas for design by drawing on own experiences or from reading</p> <p>EYFS 17. Uses simple tools to effect changes to materials. 18. Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>Create a car with turning wheels</p>
<p>Music M 1/7 Our School M1/8 Pattern</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>EYFS14. Begins to build a repertoire of songs and dances.</p>	<p>Sing a song together as a group Explore sounds on instruments and find different ways to vary their sound Create a soundscape using instruments Explore different sound sources and materials Explore sounds on instruments and find different ways to vary their sound OR A FURTHER STUDY OF A COMPOSER AS APPROPRIATE</p>
<p>Computing Tintern Creating media-digital painting Kirkstead -beebot</p>	<p>Pupils Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p>	<p>learners develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p> <p>EYFS 5. Completes a simple program on a computer. 6. Uses ICT hardware to interact with age-appropriate computer software. 1. Children recognise that a range of technology is used in places such as homes and schools. 2. They select and use technology for particular purposes.</p>	<p>Learners are introduced to the freehand tools available for digital painting. Then to the line and shape tools and revisits the fill and undo tools used for digital painting. Learners create their own digital painting in the style of an artist. This lesson introduces learners to a range of shape tools, allowing them to create a painting in the style of an artist. learners' develop an understanding of the available paint tools and encourages them to select the best tools to create a digital painting in the style of Wassily Kandinsky. Learners select appropriate colours, brush sizes, and brush tools to independently create their own image in the style of an artist EYFS use Roamer/beebot to create a street scene.and programme the device to move around</p>
<p>PE Dance</p>	<p>Pupils should be taught to: Yr 1 • perform dances, using simple movement patterns</p>	<p>Yr 1 Copy some moves , Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance Move spontaneously showing some control and co-ordination Move with confidence when walking, hopping, jumping, landing Move with rhythm in the above actions Demonstrate good balance Move in time with music Co-ordinate arm and leg actions (e.g. march and clap) Interact with a partner (e.g. holding hands, swapping places, meeting and parting) EYFS1. Enjoys joining in with dancing and ring games.</p>	<p>Dance</p>

<p>RSE Physical well being</p>	<p>the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health what constitutes a healthy diet (including understanding calories, and other nutritional content) • the principles of planning and preparing a range of healthy meals. •know how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	<p>Yr1 H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</p> <p>EYFS</p> <p>10. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>11. Shows understanding of how to transport and store equipment safely.</p> <p>12. Practices some appropriate safety measures without direct supervision.</p>	<p>Yr 1 H2, L10,</p> <p>Plus road safety lessons https://www.think.gov.uk/key_stage/ks1/</p>
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