

Early Years / Year 1 Curriculum Map Year A
Spring 1

Richmond, Tintern, Kirkstead	
<p>English Fiction Associated grammar Non fiction</p>	<p>Rapunzel, Jack and the Beanstalk and Cinderella Yr 1 Entertain: Simple narrative- retelling a traditional tale or imitating story but with changes, such as Tom and the Three Wolves or The Magic Hot Chocolate Cup. Describe: Detailed description of one setting from a text (the forest, a witch’s gingerbread house, the giant’s castle). Poetry If poems Yr 1 Entertain: Write own poems based on existing poems (e.g. a poem about water or mud based on Sand by John Foster or based on a poem with a clear setting Down Behind the Dustbins by Michael Rosen). Recpn Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
	<p>Non-fiction- Information texts-</p>
<p>Maths</p>	<p>Yr 1 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; count in multiples of 2s, 5s and 10s; 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; recognise and create repeating patterns with objects and with shapes. 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 3-D shapes. 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; make connections between arrays, number patterns and counting in twos, fives and tens. Measurement – Mass Compare, describe and solve practical problems for mass / weight, for example, heavy/light, heavier than, lighter than; measure and begin to record mass/weight. REcpn Number: add numbers together and solve problems. Number games, e.g. bingo, snakes and ladders, dice games. • Number and object matching,.Number formation. Shape, Space and Measure : 3D shape recognition through sorting, exploring in the environment, etc., Exploring 3D shape properties – 2D shape faces, corners and sides.Shape vocabulary. Create patterns using beads, paper chains, fingerprint paints, etc.</p>

	Key knowledge	Key skills	Key content/vocabulary
Topic theme Castles and Cathedrals	Pupils should be taught about: events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. -	Y1 Recognise why people did things., Recognise why some events happened Recognise what happened as a result of people's actions or events EYFS Children talk about past and present events in their own lives and in the lives of family members.	To develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries
Science- Everyday Materials	1c1: Distinguish between an object and the material from which it is made 1c2: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock 1c3: Describe the simple physical properties of a variety of materials 1c4: Compare and group together a variety of everyday materials on the basis of their simple physical properties	Yr 1 ks1w1: asking simple questions and recognising that they can be answered in different ways ks1w2: observing closely, using simple equipment ks1w3: performing simple tests ks1w4: identifying and classifying ks1w5: using their observations and ideas to suggest answers to questions ks1w6: gathering and recording data to help in answering questions. Recpn 1.Children know about similarities and differences in relation to places, objects, materials and living things.	Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. Pupils might work scientifically by: performing simple tests to explore questions, for example: ♦What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?♦
R.E My Special Things What is special to muslims	What places and things are special to me and to Muslims.	What is special to me and why are they special? What is special to Muslims, places and possessions? pupils explain why certain features are important and how they help make the place special.	The mosque and key objects associated with prayer: prayer mat (cleanliness is important, Muslims don't prayer directly on the ground), prayer beads (subha), compass (to indicate the direction of Makkah)
Music 1.1 Ourselves	Y1 Voice: Pupils should be taught to: •use their voices expressively and creatively by singing songs and speaking chants and rhymes	Yr1 Use their voices confidently to create sound effects Explore different types of voices Sing songs in different ways and discuss the effect Chant words expressively using known songs and Rhymes Chant and clap in time with a steady pulse EYFS Begins to build a repertoire of songs and dances.	In this unit, the children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.

<p>Art/DT</p> <p>Moving pictures</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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>State the purpose of the design and the intended user</p> <p>Explore materials, make templates and mock ups e.g. moving picture , Generate own ideas for design by drawing on own experiences or from reading</p> <p>EYFS</p> <ul style="list-style-type: none"> Selects tools and techniques needed to shape, assemble and join materials they are using. 	<p>Children use a story stimulus to create a moving picture with linkages (eg Rapunzel and the prince climbing the castle. Jack climbing the beanstalk etc</p>
<p>Computing</p> <p>Yr 1.5 We are story tellers</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully.</p>	<p>use sound recording equipment to record sounds develop skills in saving and storing sounds on the computer develop collaboration skills as they work together in a group understand how a talking book differs from a paper-based book talk about and reflect on their use of ICT share recordings with an audience.</p> <p>EYFS</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes..</p>	<p>the children create a talking book that they can share with others.</p>
<p>PE</p> <p>GYmnastic skills</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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>Yr 1 Stand and sit “like a gymnast”</p> <p>Explore the 5 basic shapes: straight/tucked/star/straddle/pike</p> <p>Balance in these shapes on large body parts: back, front, side, bottom.</p> <p>Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)</p> <p>Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet. Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively) Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes</p> <p>EYFS:</p> <p>Children show good control and co-ordination in large and small movements.</p> <p>Children move confidently in a range of ways, safely negotiating space.</p>	<p>Gymnastics</p>

<p>RSE Respect</p>	<p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners*</p>	<p>R8. to identify and respect the differences and similarities between people L1. how they can contribute to the life of the classroom and school L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them L4. that they belong to different groups and communities such as family and school EYFS- Making relationships Initiates conversations, attends to and takes account of what others say., Explains own knowledge and understanding, and asks appropriate questions of others., • Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>Y1 – R8, L1, L2, L4</p>
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