

Early Years / Year 1 Curriculum Map Year A  
Autumn 1

Richmond, Tintern, Kirkstead	
<p>English Fiction Associated grammar Non fiction Associated AP sentence</p>	<p>Elmer in the Snow <b>Y1 Entertain:</b> 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 Diary- a character's diary telling the story from their point of view <b>Y1 Describe:</b> Detailed description of a character from the story Oral retellings of stories Book reviews or personal responses Character studies Drama and role-play</p> <p>Pumpkin Soup <b>Instruct:</b> Writing instructions linked to real life experiences or from situation in a book.</p> <p>Squirrel's Busy Day <b>Y1 Entertain:</b> 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 Diary- a character's diary telling the story from their point of view <b>Y1 Describe:</b> Detailed description of a character from the story Oral retellings of stories Book reviews or personal responses Character studies Drama and role-play</p>
<p>Non-fiction- news reports, letters</p>	

<p>Maths</p>	<p><b>Y1 - Number &amp; Place Value:</b> 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 <math>7 = ? - 9</math>. 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>R - Recognise some numerals of personal significance (N1)</p> <ul style="list-style-type: none"> <li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• Counts up to three or four objects by saying one number name for each item (N6)</li> <li>• count, read and write numbers to 100 in numerals</li> <li>• Counts actions or objects that cannot be moved (N7)</li> </ul> <p>Records, using marks that they can interpret and explain (N5)</p> <p><b>Shape, space and measures - Shape (2-D)</b>  <b>Unit 1 Week 3</b>  <b>Geometry - Properties of shapes</b>  <b>Early Years Outcome (40 to 60+ months) / Early learning goal</b>  <b>Year 1 National Curriculum attainment targets</b></p> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3-D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes (SSM1)</li> <li>• recognise and name common 2-D shapes, including:</li> <li>• Selects a particular named shape [2-D only](SSM2)</li> </ul> <p><b>Shape, space and measures - Exploring patterns</b></p> <ul style="list-style-type: none"> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models (SSM18)</li> <li>• <b>Recognises, creates and describes patterns</b> (SSM19)</li> </ul> <p>Recognises numerals 1 to 5 (N2)</p> <ul style="list-style-type: none"> <li>• Recognises numerals 1 to 10 (N3)</li> </ul> <ul style="list-style-type: none"> <li>• Counts objects to 10, and beginning to count beyond 10 (N8)</li> <li>• Counts out up to six objects from a larger group (N9)</li> <li>• Selects the correct numeral to represent 1 - 5, then 1 - 10 objects (N10)</li> </ul> <p>Counts an irregular arrangement of up to 10 objects (N11)</p> <p>Orders two or three items by length or height (SSM8)</p> <ul style="list-style-type: none"> <li>• <b>Uses everyday language to talk about size to compare quantities and objects to solve problems</b> (SSM13)</li> </ul>
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	Key knowledge	Key skills	Key content/vocabulary
Topic theme Wonderful Weather - Seasons and Climates	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK</li> </ul>	<p>Y1</p> <p>They recognise and make observations about physical and human features of localities</p> <p>They describe physical and human features of places and recognise and make observations about those features that give places their character.</p> <p>EYFS</p> <p>They talk about the features of their own immediate environment and how environments might vary from another.</p>	<p>To recognise seasonal variations in weather, record daily weather patterns</p>
Science- Seasons Light	<p>Can observe changes across the four seasons.</p> <p>Can observe and describe weather associated with the seasons and how day length varies</p> <ul style="list-style-type: none"> <li>Can recognise that they need light in order to see things and that dark is the absence of light.</li> <li>Can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>Can recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>Can find patterns in the way that the size of shadows change.</li> </ul>	<p>Y1/2:</p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions</p> <p>EYFS</p> <p>They make observations and explain why some things occur and talk about changes</p>	<p>To recognise, name, describe and compare the four seasons and the weather associated with each one. To learn about how day length varies. Children to be able to explain what light is. They will learn that light can be dangerous and how shadows are formed.</p>
R.E Myself & Creation	<p>What do Christians believe made the world?</p> <p>UC 1.1</p>	<p>Year 1 / EYFS</p> <p>They know about similarities between themselves and others.</p>	

<p>Music Weather U1.4 Seasons U1.6 Weather sounds and rain sticks</p>	<p>The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p> <p>The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</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</p> <p>EYFS Explores the different sounds of instruments.</p>	<p>Music Focus: performance Topic link - weather and seasons. The children are given opportunities to make weather sounds, compose, refine and perform music using instruments and voice.</p>
<p>Art/DT transient natural art and sculpture</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</p> <p>EYFS Children use what they have learnt about media and materials in original ways thinking about uses and purposes.</p>	<p>Children explore natural artworks such as that by Van Gogh (sunflowers) and Andy Goldsworthy. They use their sketchbooks to make their own versions of the artwork and to record their ideas. Children use natural materials to create transient art and use iPads to photograph their work.</p>

<p>Computing 1.6 We are Celebrating</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>Graphics: Pupils learn to create a simple digital painting Digital Publishing: Pupils learn to use basic word processing package  EYFS <b>They select and use technology for particular purposes.</b></p>	<p>Children research and then design a card using paint software. They combine this and text (from word) to create a celebration card</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 Families and People</p>	<p>that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p>	<p>Y1 H13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention R8. to identify and respect the differences and similarities between people R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else</p> <p>EYFS They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Y1 - H13, R8, R9, L8, L9</p>
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