

Early Years / Year 1 Curriculum Map Year A
Autumn 2

Tintern, Kirkstead	
<p>English Fiction Associated grammar Non fiction</p>	<p>The Owl Who was afraid of the Dark Yr 1 Entertain: Simple narrative- retelling a story or imitating story but with changes, such as <i>The Badger who was afraid of the dark</i> Describe: Detailed description of a character from the story- the owl Inform: A short non-fiction text about an element of one of the books: the life-cycle of owls and their habitat Instruct: Writing instructions linked to real life experiences or from situation in a book.</p> <p>Owl Babies Y1 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, Diary- a character's diary telling the story from their point of view Y1 Describe: 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- Information texts-Health and Safety</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. 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 – Position and Direction; Describe position, directions and movements, including whole, half, quarter and three-quarter turns. 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. Measurement – Money Recognise and know the value of different denominations of coins and notes. 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 Number 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. Shape, Space and Measure 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 After Dark- Day and Night, Bonfire Night	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- Animals (Sc1b)	1b1: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 1b2: Identify and name a variety of common animals that are carnivores, herbivores and omnivores 1b3: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets	Y1/2: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment, performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions EYFS They make observations of animals and plants and explain why some things occur, and talk about changes.	Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.
R.E UC 1.2 Creation	What do Christians believe made the world?	Year 1 / EYFS They know about similarities 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.
Music Animals	Y1 Voice: Pupils should be taught to: • use their voices expressively and creatively by singing songs and speaking chants and rhymes	Yr1 Sing songs while maintaining a steady beat: tapping/walking Sing songs at different speeds Sing the same song in different ways: loud, quiet; fast, slow, and in various moods Use the 'thinking voice' - ie sing the words in their head. Play singing games in which children sing phrases alone Sing songs expressively increasingly in tune within a limited pitch Recognise phrase lengths and know when to breathe with an attention to posture Use movements to show phrases Perform each phrase in a different way. The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games. EYFS Begins to build a repertoire of songs and dances.	Music Focus: performance Topic link – Subject Link: PE Cross-curricular themes and activities: • Day and night • Comparing animals: size, sounds, movements, habitats. Links to PE: • Invent travelling body movements to represent different animals • Move as different animals

<p>Art/DT artist study and sculpture</p>	<p>Pupils should be taught: <ul style="list-style-type: none"> •about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work Pupils should be taught to: use a range of materials creatively to design and make products</p>	<p>Yr 1 Consider specific works such as Van Gogh’s Starry Night Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools EYFS <ul style="list-style-type: none"> • Selects tools and techniques needed to shape, assemble and join materials they are using. </p>	<p>Children explore artworks such as that by Van Gogh They use their sketchbooks to make their own versions of the artwork and to record their ideas. Children use clay to create 3D sculptures</p>
<p>Computing Yr 1.3 We are painters EYFS 22 We are creative</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>Enable the children to: use the web safely to find ideas for an illustration select and use appropriate painting tools to create and change images on the computer, understand how this use of ICT differs from using paint and paper, create an illustration for a particular purpose, know how to save, retrieve and change their work, reflect on their work and act on feedback received. EYFS Expressive arts and design: exploring and using media and material The children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Pupils will search for images and ideas on the web, learning about some of the steps they can take to use the web safely, as well as recognising what they can do to report concerns.</p>
<p>PE Dance Skills</p>	<p>Y1: 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</p>	<p>Y1: 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) EYFS: Experiments with different ways of moving.</p>	<p>Respond to own work and that of others when exploring ideas, feelings and preferences Recognise the changes in the body when dancing and how this can contribute to keeping healthy</p>

<p>RSE Friendships and community</p>	<p>how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>	<p>R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong R6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>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 – R4, R6., R12</p>
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