

Early Years / Year 1 Curriculum Map Year A
Spring 1

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>
	Non-fiction- Information texts-
<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.
Art/DT Moving pictures	Pupils should be taught to: •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	State the purpose of the design and the intended user Explore materials, make templates and mock ups e.g. moving picture , Generate own ideas for design by drawing on own experiences or from reading EYFS • Selects tools and techniques needed to shape, assemble and join materials they are using.	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>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. 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>

RSE Respect	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*	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.	Y1 – R8, L1, L2, L4
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Early Years / Year 1 Curriculum Map Year A Spring

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Kirkstead/Tintern	
English Fiction Associated grammar Non fiction	Mrs Armitage on Wheels Rosie's Walk Well- loved tales Y1 Entertain: Simple narrative- retelling a story or imitating story but with changes, such as <i>The Elephant Who Came to Tea</i> or <i>We're Going on a Bearhunt</i> but with different obstacles. Describe: Detailed description of a character from the story- the monster that Bernard meets or Bill from <i>Owl Babies</i> . 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. Non-fiction- Recounts
Maths	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; 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. 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 $7 = ? - 9$; add and subtract one-digit and two-digit numbers to 20, including 0, realise the effect of adding and subtracting zero in order to establish addition and subtraction as related operations. 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. Fractions Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity; recognise and combine quarters as parts of a whole. 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.

	Key knowledge	Key skills	Key content/vocabulary
Topic theme Journeys	Pupils should be taught about: 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 environment	Y1 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 EYFS ELG 14 Understanding the world Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	To develop, the use a wide vocabulary of geographical terms man made, natural , map, direction
Science- Everyday Materials Contd from Spring 1	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? ♦

<p>R.E</p> <p>Islam</p> <p>Key religious festivals in Islam.</p> <p>Easter and Ramadan</p>	<p>EYFS- Special Times for Me and Others Recognise and respond to key religious events throughout the year</p> <p>Y1- To know key religious festivals in Islam.</p>	<p>The ideas we might explore</p> <ul style="list-style-type: none"> ☑ Worship (ibadah) – prayer five times a day: all Muslims in the region praying at the same time = harmony; movements and words of prayer the same for everyone = harmony; always includes saying the statement of belief (shahadah): “There is no God but God and Muhammad is his prophet”; all Muslims pray facing Makkah; preparation for prayer: washing (wudu) ☑ 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) ☑ Studying the Qur’an: the madrassah (school) – studying the Qur’an to find out how to follow the straight path (shariah); learning to recite the Qur’an ☑ <p>Festivals: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim’s test of faith) – key practices, symbols, etc., and how they relate to Muslim beliefs about God, the universe and human beings</p>	<p><i>The questions we might ask:</i></p> <ul style="list-style-type: none"> ☑ <i>What do Muslims do to express their beliefs?</i> ☑ <i>Which celebrations are important to Muslims? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?</i>
<p>Music 1.11</p> <p>Travel</p>	<p>Yr 1 Pupils should be taught to: • the children develop their performance skills and learn songs about travel and transport from around the world. Using voices and instruments.</p>	<p>Y1 Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting. Count with a steady pulse</p> <p>Contribute ideas and control sounds as part of a class composition and performance.</p> <p>EYFS ELG17 Being imaginative- exploring media and materials</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functions</p>	<p>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>
<p>Art/DT</p> <p>Landscapes and local area collages</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products 	<p>Yr 1 Develop collages, based on a simple drawing, using papers and materials</p> <p>Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc) Develop tearing, cutting and layering paper to create different effects</p> <p>EYFS expressive art and design</p> <ul style="list-style-type: none"> • ELG17 Being imaginative- exploring media and materials <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and functions</p>	<p>Create a land and local area collage using a variety of materials</p>

<p>Computing</p> <p>Code a pillar</p> <p>Or SoC EYFS 16 We can count</p> <p>Y1 SoC 1.1 – we are treasure hunters (programming)</p>	<p>Use technology safely and respectfully. Programmable toy, such as Bee-Bot</p> <p>Y1 Pupils should be taught to:</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<p>Pupils learn to program a basic floor turtle such as a BeeBot to navigate increasingly complex routes and are able to debug their instructions when the turtle does not reach the intended destination</p> <p>Pupils learn to program an onscreen app such as BeeBot or Kodable to complete a set task and are able to debug their instructions when the turtle does not reach the intended destination. Pupils use a more complex turtle with standard units to navigate increasingly complex routes, and are able to debug their instructions when the turtle does not reach the intended destination</p> <p>Extension - Pupils learn to use a simple graphical programming language such as Logo, Scratch or Turtle to navigate around the screen Extension - Pupils create a 3D environment, using a graphical language such as Kodu. They link this to a story such as an island adventure</p> <p>EYFS ELG 15 Understanding the world- Technology</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes..</p>	<p>The children programme a programmable toy such as Bee- Bot.</p>
<p>PE Outdoor activities</p>	<p>Yr 1 Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</p> <p>Use simple maps and diagrams to follow a trail</p>	<p>Yr 1 Year 1/2 Discuss how to follow trails and solve problems</p> <p>Select appropriate equipment for the task</p> <p>EYFS: ELG 4 Moving and Handling</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>Trails</p> <p>Team work</p>
<p>SE E safety</p>	<p>Yr 1</p> <p>To understand that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<p>Yr 1</p> <p>H15. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>EYFS- ELG15 understanding the world- technology</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Y1 – H15</p>