

Early Years / Year 1 Curriculum Map Year A  
Summer 1

Tintern, Kirkstead	
English Fiction Associated grammar Non fiction	<p>The Lorax. Supertato, Tiny Seed The Jolly Postman/Flat Stanley Yr 1 Entertain: Simple narrative- retelling a story or imitating story but with changes, such as The Elephant Who Came to Tea or We're Going on a Bearhunt but with different obstacles. Describe: Detailed description of a character from the story- the monster that Bernard meets or Bill from Owl Babies .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-
Maths	<p>Y1 Measurement – Volume and Capacity Compare, describe and solve practical problems for capacity and volume; measure and begin to record capacity and volume. Number &amp; 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; recognise place value in numbers beyond 20; 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>; 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. Geometry – Position and Direction Describe position, directions and movements, including whole, half, quarter and three-quarter turns. 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 – Length and Height, and Mass/Weight Compare, describe and solve practical problems for: lengths and heights and mass / weight; measure and begin to record the following: lengths and heights, 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 Heroes	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  Florence Nightingale and Mary Seacole Local Heroes, People who help us
Science- Animals, inc Humans  Human Body and Senses	1b4: Identify, name, draw and label the basic parts of the human body and say what part of the body is associated with which sense	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 3. They make observations of animals and plants and explain why some things occur, and talk about changes	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes
R.E My Life  Our Special Places	Places of prayer	Choose three key objects, features or symbols and look at: o what they tell us about beliefs about God/humans/the world around them o how they are used in practice – i.e. what impact they have on the community	Judaism: Torah scroll, yad, Ner Tamid, tallit Torah scroll: contains the story of the people of Israel, the chosen people of God, as well as the mitzvot (commandments) that God has given his people to follow; use of the Torah scroll during worship in the synagogue and way in which it is respected Yad: a hand-shaped pointer used to help Jewish people read the Torah scroll without touching it directly; links to ways in which Jewish people show respect to the Torah Ner Tamid: the everlasting light, often lit outside the Ark (the place in which the Torah scroll is stored); represents God and the fact that he is eternal and always present with his chosen people, the people of Israel (the Jews) Tallit: the prayer shawl worn by Jewish people during worship; the fringe in the four corners of the shawl are tied in a pattern called the tzitzit – this reminds Jewish people of the mitzvot (commandments) that God has asked them to follow; in Orthodox Jewish communities, the tallit is only worn by men; in Reform Jewish communities, men and women can wear it Christianity: candle, font, altar Candle: symbol of Jesus, the light of the world; bringing light into darkness, symbolising

			<p>goodness/hope in dark times; lit as a form of prayer: prayer = speaking and listening to God – saying, ‘God, you’re awesome’, thank you, sorry, please; lit as a way of remembering someone/something Font: key feature of baptism; symbolises entry into the Christian community; Jesus’ baptism (Matthew 3:13-17) and its connections with the Christian belief about God as Trinity (Father, Son and Holy Spirit); key elements of a baptism service: promises, prayer, sprinkling of water, candle; different ways in which baptism is performed in different Christian denominations: children/adults, etc.; questions about identity and belonging</p> <p>Altar: table upon which the shared meal of Holy Community (Mass/Eucharist/Lord’ s Supper) takes place; symbolises the Last Supper (last meal Jesus shared with his friends);</p>
<p>Music 2.6 Numbers 2.10 Pattern</p>	<p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Learn to play percussion with control (e.g. changing dynamics)</p> <p>Identify and keep a steady beat using instruments</p> <p>Recognise and respond to changes in tempo in music</p> <p>Explore sounds on instruments and find different ways to vary their sound</p> <p>Identify metre by recognising its pattern</p> <p>Explore sounds on instruments and find different ways to vary their sound</p>	<p>Musical Focus: Beat</p> <p>Subject Links : maths</p> <p>Children explore steady beat and rhythm patterns, they play beats and patterns from renaissance Italy to West Africa and create their own percussion</p> <p>Musical Focus” Beat</p> <p>Subjec links: maths</p> <p>Using simple notation, children play, create and combine minibeast rhythms</p>
<p>Art/DT Superfoods</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<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"> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<p>Children use ideas about foodstuffs to create their own healthy snack, designing an advertising poster and information leaflet to persuade others to purchase the food item</p>

<p>Computing</p> <p>Yr 2.4 We are researchers</p>			
<p>PE Team Games</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>Yr 1 Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work co-operatively in teams</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>Team Games</p>
<p>RSE Fair Trade</p>	<p>Fair Trade= Create series of products using Fair trade ingredients and consider how to use these to raise funds for a purpose</p>	<p>L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>EYFS- <b>Making relationships</b></p> <p>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 – L6</p>