

St. Luke's C.E. (VC) Primary School
'Laying the Foundations for Life'
Y1 Curriculum Map



<u>Term & Values</u>	<u>Autumn 1</u> Thankfulness		<u>Autumn 2</u> Love		<u>Spring 1</u> Hope		<u>Spring 2</u> Love		<u>Summer 1</u> Thankfulness		<u>Summer 2</u> Hope	
Learning Hero Focus	Flex the Chameleon		Links the Spider		Resilience the Tortoise		Sparky the Unicorn and Curiosity the Cat		Team Bee		Wise Owl	
Global Citizenship / International Mindedness			RHE - How we should care, respect and have empathy for others. Science - Everyday Materials Plastic: What can we do to help? (danger of pollution). Link to the reading of 'Somebody Swallowed Stanley'.		R.E - Rules - Understanding who our neighbours are and what it means to be a good neighbour. Reading - Paddington Bear Refugee – what he might miss about home and how he could be made to feel welcome Geography - Atlas work - Paddington's journey from Peru		History - Fire of London - What it feels like to be displaced because of a disaster Reading - Handa's surprise Compare cultures and climates DT - Construction - Make a model aquarium using natural materials		R.E - Special Books Learning about the story of Mary Jones and discussing injustice and analyse different scriptural texts that inspire visions of justice		Art - Andy Goldsworthy Consider how the artist encourages sustainability by using natural resources in his artwork	
Entry Point/visits/enrichment	For our entry point we will make a weather station . We will put this in the school grounds and use it to measure changes in weather across the seasons. For our exit point we will go on a local area walk around Sway to map key physical and human features of the area.		For our entry point we will bring a modern-day toy into school and investigate the variety of toys we have today.		Dress up as your favourite animal		For our entry day we will roast marshmallows on a campfire, build wooden houses in our woodland area and create silhouette paintings of the Great Fire.		For our entry point, we will create our own vegetable garden.		For our entry point, we will make a shoe box aquarium. For our exit point we will visit Bournemouth Beach.	
Writing	Focus on Phonics	Dictated Sentences	Begu <u>Genre</u> Cumulative Tale	Flashlight <u>Genre</u> Adventure story	Dogger <u>Genre</u> Losing and finding story	Mr Tiger goes Wild <u>Genre</u> Letter	The Magical Toy Box <u>Genre</u> Adventure story	Paddington goes to London <u>Genre</u> Letter	The Lighthouse Keeper's Lunch <u>Genre</u> Warning Tale	The Rainbow Fish <u>Genre</u> Friendship story	Sea Creatures <u>Genre</u> Non-chron report	Trip to the Seaside <u>Genre</u> Recount
Core Reading Spine	Jill Murphy – Peace at Last Martin Waddell – Can't You Sleep Little Bear, Owl Babies		Shirley Hughes – Dogger, Alfie and Annie-Rose Stories		Roger Hargreaves - Mr Men and Little Miss Stories		Traditional Tales - Little Red Riding Hood, Dick Whittington, Sleeping Beauty		David and Ronda Armitage - The Lighthouse Keeper's Lunch		Judith Kerr – Mog, The Tiger Who Came to Tea	
Role Play	Three Bears' House		Toy Workshop and Shop		Dinosaur Museum		Pudding Lane Bakery		Vegetable Garden		Souvenir Shop	

Maths	Numbers to 10 Number Bonds Addition to 10 Subtraction Within 10	Positions We will deepen our understanding of positional language (first, second, third), as well as directional language for left and right. Numbers to 20 Addition and Subtraction Within 20 Shapes and Patterns We will find out about different types of 2D shapes and some basic 3D shapes. We will be able to talk about the properties of basic 2D shapes and some solid shapes. We will learn to group shapes according to different criteria. This will also lead to recognising, describing and continuing a pattern, as well as generalising patterns.	Length and Height We will begin to understand the concept of length. We will compare different lengths and describe whether something is taller, longer, shorter or higher. We will learn about how to measure two items fairly for comparison using items and body parts before moving onto measuring using a ruler. Numbers to 40 Addition and Subtraction Word Problems We will be counting, adding and subtracting in a real life context. We will use pictures and other representations to help us visualise problems. We will be applying our knowledge of number bonds and simple bar models to represent word problems. We will also be comparing - specifically looking at how many more or how many fewer/less.	Multiplication We will learn the foundations of equal groupings, repeated addition, arrays and doubling. We will learn to apply this knowledge to solve word problems. We will be using images from our previous learning such as ten frames and number tracks. Division We will be learning how to share small numbers into a specific number of groups. Then, we will be given a number of items, but will need to work out how many will go into each group by sharing equally. Fractions We will be learning about making halves and quarters before moving on to making the connection between fractions and division.	Numbers to 100 We will begin by reinforcing our previous learning by counting in 10s and 1s. We will use our number bonds to partition numbers. Then we will learn to compare numbers to 100 and find number patterns looking at one hundred charts. Time We will learn to tell the time to the hour and half hour, using terms such as 'next,' 'before' and 'after,' estimating durations of time and, finally, comparing time. We will be exploring analogue clocks and telling time to the hour and half hour. We will look at a timeline for an average day and then determine the order of events using specialised terminology. We will estimate lengths of time and then compare measures of time.	Money We will be learning to recognise different coins and notes and using our number bonds to work out how much items cost. Volume and Capacity We will be learning to compare volume and capacity, using terms such as 'more than' and 'less than'. We will measure volume and capacity using non-standard units. We will be describing volume using the terms 'half' and 'quarter.' Mass We will be comparing mass using terms such as 'heavy/heavier,' 'light/lighter.' We will then measure mass using non-standard units. Space We will be exploring the important elements of position, movement and turns. We will be learning to describe the position of one object relative to another, using terms such as: 'top,' 'middle' and 'bottom;' 'around,' 'close,' 'near' and 'far;' and 'on top of,' 'in front of' and 'above.' When looking at movement, we will explore the concepts of 'up and down,' 'forwards and backwards,' and 'inside and outside.' We will learn about turns: navigating whole turns, half turns, quarter turns and the notion of clockwise and anticlockwise.
History / Geography	Our School and Village Geography (Local Geography Fieldwork, investigating and describing our school & village) Look at the key features of our school and local village. Key vocab: village, forest, river, soil, shops	What’s In The Toy Box? History (comparing toys now and in the past, especially the Victorian period – aspects of change in national life)		Panic On Pudding Lane History (events beyond living memory that are significant nationally or globally The Great Fire of London) Put the events of the fire in chronological order. Identify why the fire spread so quickly. Consider sources that give us more information about the fire – eyewitness account from Samuel Pepys.	Barnaby Bear Visits Bournemouth Geography (Use basic geographical language, related to coasts and physical features related to its surrounding environment. Develop our mapping skills to identify the route to the beach and identify local landmarks along the way. We will meet Barnaby Bear and find out about his holiday. We will make a map, highlighting its key features. Key vocab: town, beach, coast, ocean, sea, cliff	Off To The Seaside History (identify similarities and differences between ways of life in different periods, especially aspects of change in national life. Building on Victorian knowledge (toys), we will study a Victorian seaside town.)

Science	Seasonal Changes - Observe changes across the four seasons - Observe and describe weather associated with the seasons - How day length varies - Use our weather stations to investigate changes in weather across the four seasons Longitudinal study investigating the best seasons for Barnaby Bear to build his house in Sway.	Everyday Materials - Use knowledge and understanding of the properties of materials, to distinguish objects from materials - Identify and name everyday materials e.g. wood, plastic, glass, metal, water and rock - Compare and group together a variety of everyday materials on the basis of their simple physical properties - Investigate which material would be the best to for Barnaby's house	Humans - Identify, name, draw and label the basic parts of the human body - Say which part of the body is associated with each sense - Use our senses to observe and compare different fruits - Use our senses to investigate which material would be most effective for ear defenders	Animals - Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals - Describe and compare the observable features (the structure) of animals from a range of groups (fish, amphibians, reptiles, birds, mammals, including pets) - Group animals according to what they eat, e.g. herbivores, carnivores	Plants - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Identify and describe the basic structure of a variety of common flowering plants including trees - Design and carry out our own plant investigation - Investigating which plants are on our school grounds	Seasonal Changes Repeated - Observe changes across the four seasons - Observe and describe weather associated with the seasons - How day length varies Conclude our longitudinal study investigating the best seasons for Barnaby Bear to build his house in Sway.
Computing	Computer Science: Bee-bots in the local area We will use online maps to identify features of our local area. We then create a bee-bot map of Sway and program a bee-bot around it. <u>Key NC Objectives:</u> ~ understand what algorithms are ~ how algorithms are implemented ~ programs execute by following precise and unambiguous instructions ~ create and debug simple programs ~ use logical reasoning to predict the behaviour of simple programs Main focus & software: Use technology to map our local area and then program a bee bot around it.	Using tablets and computers We will explore the use of our computers to understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content. <u>Key NC Objectives:</u> ~ use technology purposefully to create, organise, store, manipulate and retrieve digital content Main focus & software: Using '2paint' to draw a toy & then save /retrieve it.	E safety – Jesse and Friends We will understand the importance of politeness and courtesy on and off the internet. <u>Key NC Objectives:</u> ~ To understand the dangers of sharing personal information online ~ To understand that people are not always who they say they are online ~ To be able to manage risks and make safer choices online Main focus & software: Learning to use our online resources effectively e.g. education city, IXL.	Digital Literacy Word Processing Skills <u>Key NC objectives:</u> ~ use information technology to create digital content Main focus and software: In this unit, we will use <i>Dance Mat Typing</i> to practice, improve and speed up our keyboard typing skills in preparation for creating documents and presentations. We will write up a seaside recount on word		

Art / D&T	Art - Andy Goldsworthy Sculpture • We will learn about Andy Goldsworthy and how he uses natural resources, to create sculptures that are environmentally friendly. • To use a range of materials creatively to design and make products • To use sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, form and space • To know 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.	D&T Aspect: Structures Focus: Freestanding structures Product: Design, make and evaluate furniture for the Three Bears house. Prior Learning • To experience using construction kits to build walls, towers and frameworks. • To experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • To experience of different methods of joining card and paper. Designing • To generate ideas based on simple design criteria and their own experiences, explaining what they could make. • To develop, model and communicate their ideas through talking, mock-ups and drawings. Making • To plan by suggesting what to do next. • To select and use tools, skills and techniques, explaining their choices. • To select new and reclaimed materials and construction kits to build their structures. • To use simple finishing techniques suitable for the structure they are creating. Evaluating • To explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • To evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Technical knowledge and understanding • To know how to make freestanding structures stronger, stiffer and more stable. • To know and use technical vocabulary relevant to the project.	Art - Piet Mondrian Modernism • We will learn about Piet Mondrian and how he uses primary colours, shape and texture to create an abstract painting that does not show any recognisable objects. • To use drawing and painting to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space • To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.	D&T Aspect: Food Focus: Preparing fruit and vegetables Product: Design, make and evaluate a fruit kebab. Prior learning • To experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • To experience of cutting soft fruit and vegetables using appropriate utensils. Designing • To design appealing products for a particular user based on simple design criteria. • To generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • To communicate these ideas through talk and drawings. Making • To use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • To select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Evaluating • To taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences. • To evaluate ideas and finished products against design criteria, including intended user and purpose. Technical knowledge and understanding • To understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • To understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>. • To know and use technical and sensory vocabulary relevant to the project.	Art – Jackson Pollock Drip Technique • We will learn about Jackson Pollock the “drip technique” of pouring or splashing paint onto a horizontal surface. • To use a range of materials creatively to design and make products • To use drawing and painting to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • To know 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. • To create sketch books to record their observations and use them to review and revisit ideas	D&T Aspect: Textiles Focus: Templates and joining techniques. Product: Design, make and evaluate a glove puppet Prior learning • To explore and use different fabrics. • To cut and join fabrics with simple techniques. • To think about the user and purpose of products. Designing • To design a functional and appealing product for a chosen user and purpose based on simple design criteria. • To generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Making • To select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • To select from and use textiles according to their characteristics. Evaluating • To explore and evaluate a range of existing textile products relevant to the project being undertaken. • To evaluate their ideas throughout and their final products against original design criteria. Technical knowledge and understanding • To understand how simple 3-D textile products are made, using a template to create two identical shapes. • To understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • To explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • To know and use technical vocabulary relevant to the project.
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R.E.	We will explore the concept of God by considering the question, “ What do Christians believe God is like? ”	We will explore the concept of Incarnation by considering the question, “ Why does Christmas matter to Christians? ”	In this unit called Rules , we will look at some of the different rules we have and that Christians think are important.	We will explore the concept of Salvation by considering the question, “ Why does Easter matter to Christians? ”	This unit explores the sacred texts of Christianity and Jewish Tradition. It is called Special Books and focuses on the Bible and the Torah .	We will look at Special times in Christianity and Jewish Tradition and having a sense of belonging to a faith. We will learn about bar mitzvah and confirmation .
Music	We will explore dynamics (to explore, respond to and identify loud, moderate, quiet and silence) and tempo (explore, respond to, and identify fast, moderate and slow) through a unit on toys .	We will continue to explore pitch (explore, respond to and recognise high, middle and low sounds) and tempo (explore, respond to, and identify fast, moderate and slow) by learning our Christmas songs for our nativity performance.	In our unit of work called As Cold as Ice , we will explore duration (explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed) and structure (explore, respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses).	We will explore duration (explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed) and texture (explore, respond to and recognise solo sounds and layers of sounds) through a unit called the Can I Be Helpful?	We will explore timbre (use and identify families of school percussion instruments, their sound properties and explore how they could be played, use and identify vocal sounds and explore how they could be used) through a unit called the Rainbow Fish .	We will explore pitch (explore, respond to and recognise high, middle and low sounds) through The Three Bears .
Games & P.E.	Gym (Floor) I can present myself as a gymnast. I can show five different gymnastics shapes. I can show the five basic shapes in gymnastics using different body parts. I can hold a shape with where my arms / legs are lifted off of the floor. I can travel using chasse and step kicks. I can travel using my hands and feet. Basic Movement I can travel in different ways. I can travel at different speeds. I can move with a ball. I can roll a ball at a target. I am beginning to use an underarm throw.	Dance (<i>The Lion King</i>) I can travel in different ways. I can explore the different shapes that my body can make. I can travel around, making shapes with my that match the music. I can keep in time with a beat / music. I can create my own dance steps to match the music. Ball Skills (<i>Travelling With An Object</i>) I can run and change direction at speed whilst holding an object. I can change direction when bouncing a ball. I can use different parts of my foot to travel (dribble) with a ball. I can dribble a ball with a hockey stick (begin holding stick correctly). I can keep a ball under control whilst travelling with a racket. I can change my speed and direction quickly when travelling with a ball and when under pressure.	Gym (Apparatus) I can use different methods of travel and show different shapes. I can perform a straight and star jump. I can perform a range of rolls e.g dish, egg and pencil. OAA I can follow simple instructions when working as part of a small group. We can listen to each other’s ideas. I have trust in a partner. We can work together to solve a challenge. We can create a strategy in order to be successful.	Dance (<i>Roll Up The Map</i>) I can travel in different ways. I can explore the different shapes that my body can make. I can travel around, making shapes with my that match the music. I can keep in time with a beat / music. I can create my own dance steps to match the music. Throwing and Catching I can catch with both hands. I can confidently use an under arm throw to send an object at a target. I can throw an object at a still or moving target. I can catch from a variety of different heights and distances.	Athletics <u><i>Running</i></u> I can use good technique when running. I can run at different speeds for short & longer durations. I can use good spatial awareness when running over obstacles. I can run at different speeds over obstacles. <u><i>Jumping</i></u> When jumping, I can take off & land in a controlled way. I can jump in a variety of different ways. I can improve the distance that I jump, using what I know about gaining height <u><i>Throwing</i></u> I can throw objects that have different weights. I can change my throwing techniques when throwing different objects. I can throw towards a target.	Team Games I am able to participate in a game with an opposing side. I am able to control a ball within a game setting I can use hands to control a ball with increasing accuracy I am able to play a game following a set of rules. Racket Skills I can hit an object that is travelling along the floor, with a racket. I can hit an object using both sides of the racket. I can strike a ball that is travelling along the floor, whilst I am moving. I can change the direction that I am travelling in order to make contact with the ball.

Relationships and Health Education (RHE)	Get HeartSmart – • I am beginning to understand that my choices can help or hurt my own and others hearts. • I am beginning to understand that I am a source of power. • I am beginning to understand some different emotions I feel. • I am beginning to understand that I can look after my heart. • I can identify someone that I am grateful for and am beginning to think about a reason why. • I am beginning to understand what healthy choices for my mind and body look like.	Don’t Forget to Let Love In – • I am starting to describe myself in a positive way. • I am starting to think about some great things about myself. • I can suggest touch that I like and touch that I don’t like. • I am beginning to understand the difference between the truth and lies. • I am beginning to understand that not everything is true. • I am beginning to understand what truth sounds like. • I am beginning to make choices based on my preferences. • I am beginning to understand that I am unique. • I am beginning to understand that there is a difference between spending and saving. • I am beginning to understand that I can choose to ‘save’ or ‘spend’. • I am beginning to understand that a reward comes from saving. • I can identify different ways that I can take care of myself and some of the objects I use for this eg toothbrush. • I am beginning to be able to recall a kind word or action from my week.	Too much selfie isn’t Healthy – • I am beginning to think about ways to show love for others. • I am beginning to demonstrate ways to love others. • I am beginning to notice the people around me. • I am beginning to think about ways that I can help others. • I am beginning to think about ways I have been helped by others. • I can think of someone who looks after me. • I am beginning to think about how being looked after makes me feel. • I can suggest ways to show appreciation for others. • I am beginning to understand how to work as a team. • I am beginning to think about some ways to keep safe online. • I can draw a picture to offer advice for keeping safe online. • I can suggest a way that I have shown love for others. • I am beginning to think about how loving others makes me feel.	Don’t Hold On To What’s Wrong - • I can identify when Boris is sad. • I am beginning to understand that what I do effects others. • I am beginning to understand when I need to say sorry. • I am beginning to understand that forgiveness helps my heart. • I am beginning to understand when I am feeling a negative emotion eg anger, sadness, disappointment. • I am beginning to understand that I can choose kind or unkind words. • I can suggest an example of a positive attribute of the kind of friend I would like to be. • I am beginning to understand something I can do if I feel sad or mad.	Fake is a Mistake – • I can suggest an amazing fact about myself. • I can explain why we don’t need to lie about ourselves. • I am beginning to understand that I don’t need to pretend to be anything I am not - I can be myself! • I can describe what being ‘see-through’ means. • I am beginning to understand some reasons why being ‘see-through’ in friendship is important. • I can suggest some ways to look after my teeth. • I can name a person I can talk to when I feel upset. • I am beginning to understand that small lies can have a big impact. • I can complete the phrase “I am...” with a positive characteristic.	No Way Through, Isn’t True – • I am beginning to understand when I feel stuck. • I am beginning to choose to persevere in completing a challenge. • I am starting to explore how I can adapt my strategy and try other things when I feel stuck. • I am beginning to understand the value of having a friend’s support when I feel stuck. • I can differentiate between secrets I should and shouldn’t keep. • I know what to do if someone asks me to keep a secret that makes me feel uncomfortable. • I am beginning to understand that I have an impact on my class, family and community. • I can choose pictures of things I like (to create a dreamboard). • I can think of a person, pet or toy that I miss. • I can share a memory of that person, pet or toy. • I am starting to be able to recall times where I felt stuck but found a way through!
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