Avonwood Primary School Year 1 Curriculum Map

	AUTUMN		SPRING		SUMMER	
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Big Question(s)	Here I am	My Family History	Where We Are	History of Transport	There You Are	Homes Through Time
Key Texts Writing	***Beegu – The Lonely Beast – Ralph Tells a Story -***	***Lost in the Toy Museum Stanley's Stick The Big Book of the UK***	***Traction Man is here Look up! - Nathan Bryon Here We Are – Oliver Jeffers***	***Little Red/Rapunzel Mixed up Fairytales Billy and the Beast***	***Journey – Aaron Becker Out and About A First Book of Poems – Shirley Hughes On the Way Home Nimesh The Adventurer***	***Where the Wild Things Are Aida Twist, Scientist Iggy Peck, Architect Rosie Revere, Engineer All about Year 1***
Earth Charter Links	**Earth Life Interconnected**	**Family Past**	**Earth Life**	**Past Peace**	**Life Earth**	**Past Future Family**
Launch Event		Grandparents Afternoon tea party	Video messages from around the U.K			
Finale Event	Field trip to Kings Park		Culture day	DIY Beaulieu	Trip to Marwell Zoo	Highcliffe Castle
Visitors and visits	Field trip to Kings Park	Grandparents				
Reading	**<u>Fiction</u>** **Percy the Park Keeper – Nick Butterworth** **Paddington – Michael Bond** **The Runaway Pea – Kjartan Poskitt** - give / explain the meaning of words - retrieve and record information / - summarise main ideas	**<u>Non-Fiction</u>** **Usborne Illustrated book of Fairytales** **Monkey Puzzle – Julia Donadson** **The Bee Book – Charlotte Milner** - give / explain the meaning of words - retrieve and record information / - summarise main ideas	**<u>Non Fiction</u>** **See inside Space – Usborne** **<u>Fiction</u>** **The Way Back Home – Oliver Jeffers** **Mae Jemison – Mary Nhin** **<u>Whole class reader</u>** **The Hodgeheg – Dick King-Smith** - give / explain the meaning of words - retrieve and record information / - summarise main ideas - make inferences from the text predict what might happen	**<u>Non-Fiction</u>** **A journey through transport - Chris Oxlade** **<u>Fiction</u>** **The Journey - Neil Griffths** **Oi, get off my train - John Burningham** **<u>Whole class reader</u>** **Horrid Henry newspaper - Francessca Simon** - give / explain the meaning of words - retrieve and record information / - summarise main ideas - make inferences from the text - predict what might happen -	**<u>Non-Fiction</u>** **Out and About A First Book of Poems – Shirley Hughes** **<u>Fiction</u>** **Meerkat Mail - Emily Gravet** **The magic Bojabi tree - Piet Groblev** - give / explain the meaning of words - retrieve and record information / - summarise main ideas - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied	**<u>Non-Fiction</u>** **Look inside castles - Usbourne** **<u>Fiction</u>** **The very last castle - Travis Jonker** **The Lion Inside – Rachel Bright** **<u>Whole class reader</u>** **Esio Trot - Roald Dahl** - give / explain the meaning of words - retrieve and record information / - summarise main ideas - make inferences from the text/ explain and justify inferences with evidence from the text - predict what might happen from details stated and implied
English	**Poetry:** Poems to Perform - Julia Donaldson **Retelling Narrative:** The Lonely Beast – Chris Judge **Developing Description:** Lost in the Toy Museum – David Lucas	**Developing Sentence Structure:** Little Red / Rapunzel- Bethan Woollvin **Character and Plot:** Beegu – Alexis Deacon **Writing about Real Life:** The Big Book of the UK – Imogen Russell Williams	**Developing Narrative Structure:** Stanley's Stick – John Hegley **Writing to Inform:** Look Up! – Nathan Byron **Developing Punctuation:** Traction Man is Here – Mini Grey **Poetry Link** Daydreams and Jellybeans - Alex Wharton & Katy Riddell	**Fairy Tales:** Mixed Up Fairy Tales - Hilary Robinson & Nick Sharratt) Billy and the Beast - Nadia Shireen **Persuasion:** Here We Are – Oliver Jeffers	**Creating Descriptions:** Journey - Aaron Becker **Poetry Link** Out & About: The First Book of Poems - Shirley Hughes **Recounts:** Nimesh the Adventurer – Ranjit Singh On the Way Home – Jill Murphy **Fact Files:** Ada Twist, Scientist/ Iggy Peck, Architect/ Rosie Revere, Engineer – Andrea Beaty	**Writing Letters:** Where the Wild Things Are – Maurice Sendak **Instructions:** The Cook & The King – Julia Donaldson **Writing about Real Events:** All About Year 1! Meesha Makes Friends – Tom Percival

Phonics	**Phase 4 Revision** 1. Plural -s and -es 2. Suffix -ing to verbs 3. Suffix -ed, -er to verbs 4. Suffixes -er and -est 5. Prefix -un to verbs and adjectives 6. Contractions	**Phase 5a** 1. ay/ou/ie/ea, days of the week, CEW oh, their 2. oy/ir/ue CEW people, said, no 3. aw/wh/ph/ew CEW Mr, Mrs, have 4. ew/oe/au/ey/zh CEW looked, called, like 5. a_e/e_e/i_e/o_e CEW called, some, come 6. u_e CEW asked, were, there	**Phase 5a mastery** 1. Revise ay/ou/ie/ea Teach nk CEW oh, their 2. Revise oy/ir/ue Teach ph CEW people, said, so 3. Revise aw/wh/ph/ew Teach wh CEW Mr, Mrs, have 4. Revise ew/oe/au/ey/ Teach tch CEW looked, called, like 5. Revise a_e/e_e/i_e/o_e Teach ve CEW called, some, come 6. Revise u_e	**Phase 5b alternative pronunciations** 1. a, e CEW water, where, who, again, little, one 2. I, o, u CEW thought through, mouse, work, do 3. Ow, ie, ea, er CEW many, laughed, because, when, what 4. Ou, y CEW different, any, eyes, out 5. Y, ch, c, g, ey CEW friends, once, please 6. Review	**Phase 5c alternative spellings** 1. ch, j, m CEW oh 2. n (gn/kn), r, s CEW their 3. s, z, u, l 4. I, ear (eer, ere), er CEW people 5. r (al), air (ere/ear/are), or CEW Mr, Mrs 6. or (our/augh), ur (ear/or) CEW looked	**Phase 5c alternative spellings** 1. oo (ou/u), ai (ay/a_e), ee 2. ee (e_e/y/ie/ey) CEW called, asked 3. igh (ie/y/i_e) oa 4. oa (oe/o_e), (y)oo (ue/u_e) 5. (y)oo (ew), oo(ue/u_e/ew) 6. Sh (c/t/s/ch)
Spelling	**6 weeks** 1. Revision of letter sounds/ names and alphabet. 2. Revision of digraphs and segmenting skills for spelling. 3. Common exception words. 4. /f/, /l/, /s/, /z/ and /k/, as in *off, well, miss, buzz, back.* 5. Vowel digraphs 'ar/or' as in *car, born.* 6. Vowel digraph 'ow' and 'ou', as in *now, out.*	**6 weeks** 1. Vowel digraphs 'oa/aw' as in *boat, own.* 2. Vowel digraph 'er' and 'ur' as in, *her, turn.* 3. Vowel digraphs 'ai/ay' and 'oi/oy', as in *rain/play, oil/boy.* 4. Vowel digraphs 'ee/oo'; and 'ea (long), 'ea' (short). 5. Vowel digraphs 'air'. 'igh', 'ear', as in *hair, high, dear.* 6. Vowel digraph 'ew' and 'ue' as in, *new, blue.*	**6 weeks** 1. Revision of digraphs from units 4-8, Autumn term. 2. Revision of digraphs and trigraphs. 3. Common exception words. 4. Vowel digraph 'oo' and compound words. 5. Vowel digraphs 'au' and 'aw', as in *author, saw.* 6. Vowel digraph 'ir' and 'oe', as in *girl and toe.*	**6 weeks** 1. The /v/ sound and the 'nk' sound. 2. Vowel digraph 'ie' and its alternative sound, as in *lie, chief.* 3. Split digraphs 'a-e', 'e-e', I-e', 'o-e' and 'u-e'. 4. Graphemes 'ph' and 'wh', as in *dolphin, when.* 5. Words ending in 'y', as in *very, funny, happy.* 6. Letter strings 'ore', 'are', 'ear', as in *more, bare, pear.*	**6 weeks** 1. Revision of sounds from, units 4-8, Spring term. 2. Revision of sounds from units 9-12, Spring term. 3. Common exception words. 4. Letter string 'tch', as in *catch, fetch, kitchen*. 5. Adding 's' and 'es' to words, as in *cats, catches.* 6. Adding 's' and 'es' to words, as in *cats, catches.*	**6 weeks** 1. Adding -ing, as in *hunting, buzzing, jumping.* 2. Adding –ed, as in *hunted, buzzed and jumped.* 3. Common exception words. 4. Adding –er and –est to adjectives, as in *grander, grandest*. 5. Adding the prefix un-, as in unhappy, undo, unload. 6. Using 'k' for the /k/ sound, as in *sketch, kit, skin.*
Maths	**Number** ***Place Value within 10*** Sort objects in different ways Count fluently to 10 Count objects from a larger group Represent objects Recognise numbers as words within 10 Count on from any number within 10 1 more within 10 using counting skills 1 more within 10 using a number track Count backwards within 10 1 less within 10 using counting skills 1 less within 10 using a number track Compare quantities by matching	**Number** ***Addition and subtraction within 10*** • Part whole diagram • Exploring composition using a part whole diagram • Writing number sentences • Addition number sentences within 10 • First then now stories • Addition fact families • Communtative addition • Number bonds within 10 (part whole models, double sided counters, dot patterns) • Commutative nature of number sentences (e.g. 3 + 1 = 4 is the same as 1 + 3 = 4) • Systematic number bonds within 10 (double sided counters)	**Number** ***Place Value within 20*** • Count within 20 • 10 and a bit structure for teen numbers • Count on and back within 20 using number tracks • Understand 10 • Subitise 10 • Understand 11, 12 and 13 (words, numerals, representations) • Understand 14, 15 and 16 (words, numerals, representations) • Understand 17, 18 and 19 (words, numerals, representations) • Understand 20 (words, numerals, representations)	**Number** ***Place Value within 20*** • Count from 20 to 50 • 20, 30, 40 and 50 • Counting by making groups of 10 • Parttition into tens and ones • The number line to 50 **Geometry** ***Length and height*** • Compare and measure lenbths and heights using objects • Measure length in centimetres • Measure length in centimetres • Measure and compare mass • Measure and compare capacity	**Number** ***Multiplication and Division*** • Count in 2s • Count in 10s • Count in 5s • Recognise equal groups • Add equal groups • Make arrays • Make doubles • Make equal groups – grouping • Make equal groups - sharing **Number** ***Fractions*** • Recognise half of an object or a shape • Find a half of an object or a shape • Recognise half of a quantity • Find half of a quantity • Recognise a quarter of an object or a shape • Find a quarter of an object or a shape • Recognise a quarter of a quantity • Find a quarter of a quantity	**Number** ***Place Value within 100*** • Count from 50 to 100 • Tens to 100 • Partition into tens and ones • The number line to 100 • 1 more, 1 less • Compare numbers with the same number of tens • Compare and two numbers **Measurement** ***Money*** • Unitising • Recognise coins • Count in coins **Measurement** ***Time*** • Before and after • Days of the week • Months of the year • Hours, minutes and seconds

	Compare numbers of objects using 'fewer' 'more' 'same' Compare numerical values using "less than", "greater than" or "equal to" alongside the symbols < > and = Comapre numbers within 10 using knowledge of counting Order three groups of objects and numbers within 10 using language 'greatest' and 'smallest' Number line (counting in 1s, 1 more and 1less)	• Number bonds to 10 (coloured cubes, double sided counters and 10 frames) • Adding together (10 frames, counters, rekenreks, part whole models) • Adding more using first then now stories • Adding more using number lines • Addition problems • Subtract by finding a part • Introduction to the subtraction symbol • Subtraction missing number problems • Fact families – the eight facts • Subtract by taking away (then crossing out) • Subtraction first then now stories • Subtraction on a number line • Add or subtract 1 or 2 **Geometry** ***Shape*** • Recognise and name 3D shapes • 2D faces on a shape • Sort 3D shapes • Recognise and name 2D shapes • Sort 2D shapes • Patterns within 2D and 3D shapes	• 1 more and 1 less within 20 (number tracks and objects) • Number line to 20 Using a number line to 20 **Number** ***Addition and subtraction within 20*** • Add by counting on within 20 • Adding ones using number bonds • Find and make number bonds to 20 • Doubles • Pair wise patterns • Subtract ones using number bonds • Subtract by counting back • Find the difference • Related addition and subtraction facts		**Geometry** ***Position and direction*** • Describe turns • Derscribe position – left and right • Describe position – forwards and backwards • Describe position – above and below • Ordinal numbers	• Tell the time to the hour • Tell the time to the half hour
RE	**Christianity and Judaism** How do people show they belong? Showing belonging through religious artefacts, places and actions. **(Social Sciences)**	**Christianity** Why does Christmas matter to Christians? Christians beliefs about the Christmas story and incarnation. **(Theology)**	**Christianity and Judaism** Who made the world? Religious text as origin of story of Creation. Creator. God. Stewardship. The Fall. **(Theology)**	What questions does the story of creation make us ask? Can we find any answers? Asking questions and suggesting answers. Humanist/Scientific explanation of creation. **(Philosophy)**	**Judaism** Why are symbols and artefacts important to Jewish families during Shabbat? Ways diverse Jewish families mark Shabbat. **(Social Sciences)**	**Christianity** How do Christians show God is important to them? Prayer, Praise and Worship. **(Social Sciences)**
PSHE	**Being Me in My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
PE	**Outdoor:** Multiskills: fundamentals **Indoor:** Yoga	**Outdoor:** Multiskills: ball skills **Indoor:** Dance	**Outdoor:** Multiskills: sending and receiving **Indoor:** Dance	**Outdoor:** Invasion **Indoor:** Gymnastics	**Outdoor:** Athletics track and field **Indoor:** Gymnastics	**Outdoor:** Aiming/ racket skills **Indoor:** Fitness

Science	**Plants (biology)** • 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.	**Seasonal Changes**	**Everyday materials (chemisty)** • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties.	**Consolidation and Review**	**Animals including humans (biology)** • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	
Computing **(E-Safety week)**	**Technology around us: An introduction to computing systems and networks** To identify technology To identify a computer and its main parts To use a mouse in different ways To use the keyboard to edit text To create rules for using technology responsibly	**Moving a robot: Combining commands to make a sequence and plan a simple program** To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem	**Digital painting: Developing an understanding of a range of tools used for digital painting** To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper	**Grouping data: Assigning data (images) with different labels in order to demonstrate how computers can group and present data** To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects	**Introduction to animation: An introduction to on-screen programming through ScratchJr** To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program	**Desktop writing: Developing an understanding of the various aspects of using a computer to create and manipulate text** To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare writing on a computer with writing on paper
	Education for a Connected World Health, well-being and lifestyle Privacy and security Copyright and ownership Self-image and identity Managing online information Online Bullying		**Education for a Connected World** Online relationships Online reputation		**Education for a Connected World** Self-image and identity Privacy and security	
History	N/A	**Family History** • To use vocabulary like now, then, before, after • To understand the the terms historical evidence and chornology • To show the relationship between different generations in a family using a family tree • To understand the term living memory	• N/A	**History of Transport** • To understand how transport has changed in living memory • To understand how options to travel to space has changed over time • To understand how options to travel by aeroplane have changed over time • To study Henry Ford and understand the changes he made • To understand how options to travel by train have changed over time	N/A	**Homes Through Time** • To look at similarities and differences in homes people live in today and compare these to homes in the past • To know how homes and the living things we use in our homes have changed during the lives of the people in our community • To explore the features of a Victorian home and know how they carried out tasks • To explore the features of tudor homes and know what they are made of

		and distinguish between sources whether they are past or present • To look at changes in living memory		• To understand the chronology and how transport has changed over time.		• To compare similarities between medieval and Tudor homes. To identify key features of a castle • To know what life was like in a prehistoric roundhouse
Geography	**Here I am** • Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork	N/A	**Where are we** • Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features	**N/A**	**There you are** • Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya	N/A
DT	N/A	**Playgrounds** • Design purposeful, functional, appealing products for themselves and others using a design criteria • Clarify their ideas through discussion • Learn basic joining techniques for 3D modelling using glues and masking tape	N/A	**Fruit kebabs** • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate their ideas through talking and drawing • Select from and use a range of tools and equipment to perform practical tasks e.g. cutting • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from	N/A	**Moving pictures booklet** • Design purposeful, functional, appealing products for themselves and others using a design criteria • Clarify their ideas through discussion • Select and use appropriate materials and components • Explore and use mechanisms [e.g lever and slider], in their products.
Art & design	**I Am An Artist** Introducing sketchbooks, experimenting with mark-making and learning about primary colours. **Paul Klee** **Piet Mondrian**		**Paper Sculpture** Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. **Charles McGee**		**The Natural World** Drawing from observation, printmaking using leaves and introducing secondary colours. **Frances Hatch** **Leonardo Da Vinci**	
Music	**Let's Celebrate** - Harvest and Christmas Celebration Songs/Nativity Play. **Rhythm –** Clapping to a beat **Tempo -** Recognising fast and slow tempos and linking these to the rhythm of a piece.		**Let's celebrate –** Easter and spring songs **Note values -** Revisiting and underpinning Writing in notation a simple rhythm related to their project **Instrument Time! -** Learning to play the Djembe Drum	**Summer 1 - Composition** - Matching sounds to a book e.g. Is there an instrument to sound like a sea? **Summer 2 – Explore the orchestra** - What instrument belongs to each section? Who is the conductor? Having a turn on each orchestra instrument.		