



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	<i>The Lonely Beast – Lost in the Toy Museum</i>	<i>Little Red/Rapunzel Beegu The Big Book of the UK</i>	<i>Stanley's Stick Traction Man is here Look up! - Nathan Bryon Daydrems and Jellybeans</i>	<i>Mixed up Fairytales Billy and the Beast</i>	<i>Journey – Aaron Becker Out and About A First Book of Poems – Shirley Hughes On the Way Home Nimesh The Adventurer</i>	<i>Where the Wild Things Are Aida Twist, Scientist Iggy Peck, Architect Rosie Revere, Engineer All about Year 1</i>
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	Beaulieu		Highcliffe Castle
Finale Event	Field trip to Kings Park		Culture day	Car wash		
Visitors and visits	Field trip to Kings Park	Grandparents		Beaulieu/Dentisit Visit	Visitor	Highcliffe Castle
Reading	Fiction Percy the Park Keeper – Nick Butterworth Paddington – Michael Bond A Walk in London – Salvatore Rubbino - give / explain the meaning of words - retrieve and record information / - summarise main ideas	Non-Fiction 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	Non Fiction See inside Space – Usborne Fiction The Way Back Home – Oliver Jeffers Mae Jemison – Mary Nhin Whole class reader 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	Non-Fiction A journey through transport - Chris Oxlade Fiction The Journey - Neil Griffiths Oi, get off my train - John Burningham Whole class reader 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 -	Non-Fiction Out and About A First Book of Poems – Shirley Hughes Fiction 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	Non-Fiction Look inside castles - Usbourne Fiction The very last castle - Travis Jonker The Lion Inside – Rachel Bright Whole class reader 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	<u>Phase 4 Revision</u> - Plural -s and -es - Suffix -ing to verbs - Suffix -ed, -er to verbs - Suffixes -er and -est - Prefix -un to verbs and adjectives - Contractions	<u>Phase 5a</u> - ay/ou/ie/ea, days of the week, CEW oh, their - oy/ir/ue CEW people, said, no - aw/wh/ph/ew CEW Mr, Mrs, have - ew/oe/au/ey/zh CEW looked, called, like - a_e/e_e/i_e/o_e CEW called, some, come - u_e CEW asked, were, there	<u>Phase 5a mastery</u> - Revise ay/ou/ie/ea Teach nk CEW oh, their - Revise oy/ir/ue Teach ph CEW people, said, so - Revise aw/wh/ph/ew Teach wh CEW Mr, Mrs, have - Revise ew/oe/au/ey/ Teach tch CEW looked, called, like - Revise a_e/e_e/i_e/o_e Teach ve CEW called, some, come - Revise u_e	<u>Phase 5b alternative pronunciations</u> - a, e CEW water, where, who, again, little, one - l, o, u CEW thought through, mouse, work, do - Ow, ie, ea, er CEW many, laughed, because, when, what - Ou, y CEW different, any, eyes, out - Y, ch, c, g, ey CEW friends, once, please - Review	<u>Phase 5c alternative spellings</u> - ch, j, m CEW oh - n (gn/kn), r, s CEW their - s, z, u, l - l, ear (eer, ere), er CEW people - r (al), air (ere/ear/are), or CEW Mr, Mrs - or (our/augh), ur (ear/or) CEW looked	<u>Phase 5c alternative spellings</u> - oo (ou/u), ai (ay/a_e), ee - ee (e_e/y/ie/ey) CEW called, asked - igh (ie/y/i_e) oa - oa (oe/o_e), (y)oo (ue/u_e) (y)oo (ew), oo(ue/u_e/ew) - Sh (c/t/s/ch)
Spelling	<u>6 weeks</u> - Revision of letter sounds/ names and alphabet. - Revision of digraphs and segmenting skills for spelling. - Common exception words. /f/, /l/, /s/, /z/ and /k/, as in <i>off, well, miss, buzz, back</i>. - Vowel digraphs 'ar/or' as in <i>car, born</i>. - Vowel digraph 'ow' and 'ou', as in <i>now, out</i>.	<u>6 weeks</u> - Vowel digraphs 'oa/aw' as in <i>boat, own</i>. - Vowel digraph 'er' and 'ur' as in <i>her, turn</i>. - Vowel digraphs 'ai/ay' and 'oi/oy', as in <i>rain/play, oil/boy</i>. - Vowel digraphs 'ee/oo'; and 'ea (long), 'ea' (short). - Vowel digraphs 'air'. 'igh', 'ear', as in <i>hair, high, dear</i>. - Vowel digraph 'ew' and 'ue' as in <i>new, blue</i>.	<u>6 weeks</u> - Revision of digraphs from units 4-8, Autumn term. - Revision of digraphs and trigraphs. - Common exception words. - Vowel digraph 'oo' and compound words. - Vowel digraphs 'au' and 'aw', as in <i>author, saw</i>. - Vowel digraph 'ir' and 'oe', as in <i>girl and toe</i>.	<u>6 weeks</u> - The /v/ sound and the 'nk' sound. - Vowel digraph 'ie' and its alternative sound, as in <i>lie, chief</i>. - Split digraphs 'a-e', 'e-e', l-e', 'o-e' and 'u-e'. - Graphemes 'ph' and 'wh', as in <i>dolphin, when</i>. - Words ending in 'y', as in <i>very, funny, happy</i>. - Letter strings 'ore', 'are', 'ear', as in <i>more, bare, pear</i>.	<u>6 weeks</u> - Revision of sounds from, units 4-8, Spring term. - Revision of sounds from units 9-12, Spring term. - Common exception words. - Letter string 'tch', as in <i>catch, fetch, kitchen</i>. - Adding 's' and 'es' to words, as in <i>cats, catches</i>. - Adding 's' and 'es' to words, as in <i>cats, catches</i>.	<u>6 weeks</u> - Adding -ing, as in <i>hunting, buzzing, jumping</i>. - Adding –ed, as in <i>hunted, buzzed and jumped</i>. - Common exception words. - Adding –er and –est to adjectives, as in <i>grander, grandest</i>. - Adding the prefix un-, as in unhappy, undo, unload. - Using 'k' for the /k/ sound, as in <i>sketch, kit, skin</i>.
Maths	<u>Number</u> <u>Place Value within 10</u> 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	<u>Number</u> <u>Addition and subtraction within 10</u> - 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 - Commutative 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)	<u>Number</u> <u>Place Value within 20</u> - 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)	<u>Number</u> <u>Place Value within 20</u> - Count from 20 to 50 20, 30, 40 and 50 - Counting by making groups of 10 - Partition into tens and ones - The number line to 50 <u>Geometry</u> <u>Length and height</u> - Compare and measure lengths and heights using objects - Measure length in centimetres - Measure length in centimetres - Measure and compare mass - Measure and compare capacity	<u>Number</u> <u>Multiplication and Division</u> - 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 <u>Number</u> <u>Fractions</u> - 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	<u>Number</u> <u>Place Value within 100</u> - 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 <u>Measurement</u> <u>Money</u> - Unitising - Recognise coins - Count in coins <u>Measurement</u> <u>Time</u> - 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 <u>Geometry</u> <i>Shape</i> - 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 <u>Number</u> <i>Addition and subtraction within 20</i> - 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		<u>Geometry</u> <i>Position and direction</i> - 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	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	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	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.		