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 What is my local area like?	My Family History	Where We Are ?	History of Transport How could we travel there?	Homes Through Time What were my houses like in the past?	There You Are How can we compare the UK with a different continent?
Key Texts Whole Class Reading	**Perc's Bumpy Ride – Nick Butterworth** **A Walk in London – Salvatore Rubinno** **The Boy who Loved Maps – Kari Allen** - give / explain the meaning of words - retrieve and record information / - summarise main ideas	**The Paper Dolls – Julia Donaldson** **The Oak Tree – Julia Donadson** **The Bee Book – Charlotte Milner** - give / explain the meaning of words - retrieve and record information / - summarise main ideas	**See inside Space – Usborne** **Oliver's Vegetables** **Snail and the Whale – Julia Donaldson** **Mae Jemison – Mary Nhin** - give / explain the meaning of words - retrieve and record information / - summarise main ideas - make inferences from the text predict what might happen	**A journey through transport - Chris Oxlade** **Oi, get off my train - John Burningham** - give / explain the meaning of words - retrieve and record information / - summarise main ideas - make inferences from the text - predict what might happen -	**The Magic Bojabi Tree - Piet Groblev** **Meerkat Mail - Emily Gravet** **Handa's Surprise – Eileen Browne** - 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	**The Couch Potato – Jory John and Pete Oswald** - 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
Earth Charter Links	**Earth** **Life** **Interconnected**	**Family** **Past** **Love**	**Earth** **Life**	**Past** **Peace**	**Past** **Future**	**Life** **Earth**
Launch Event		Grandparents Afternoon tea party	Video messages from around the U.K	Car wash	Mystery box	Animal dress up hook
Finale Event	Field trip to Kings Park	Nativity	Culture day	Beaulieu	TBD	Animal/creatures visit TBD
Visitors and visits	Field trip to Kings Park	Grandparents		Beaulieu	Architect or builder	Animal/creatures visit TBD
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 Poetry: On the Way Home – Jill Murphy **Fact Files:**	**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

					Ada Twist, Scientist/ Iggy Peck, Architect/ Rosie Revere, Engineer – Andrea Beaty	
	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; days of the week; correct use of -nk (NC) **2.** Revise oy/ir/ue; correct use of ph (NC) **3.** Revise aw/wh/ph/ew; correct use of -wh (NC) **4.** Revise ew/oe/au/ey; correct ue of -tch (NC) **5.** Revise a-e/e-e/i-e/o-e; correct use of -ve (NC) **6.** Revise u-e; suffixes	**Phase 5b Alternative Pronunciations** 1. a (as in acorn), a (as in fast), a (as in was), e (as in he); reading - water, where, who, again 2. i (as in mind), o (as in no), u (as in unit), u (as in put); reading - thought, through, mouse, work 3. ow (as in snow), ie (as in chief), ea (as in head), er (as in her); reading - many, laughed, because 4. ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym); reading the common exception words different, any, eyes **5.** y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they); reading the common exception words friends, once, please	**Phase 5c Alternative Spellings** 1. /ch/ (as in picture), /ch/ (as in catch), /j/ (as in fudge), /m/ (as in lamb) 2. /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen) 3. /s/ (as in house), /z/ (as in please), /u/ (as in some), /i/ (as in happy) 4. /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /er/ (as in father) 5. /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all) **6.** /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word	**Phase 5c Alternative Spellings** 1. /oo/ (as in could), /oo/ (as in put), /ai/ (as in day), /ai/ (as in came), /ee/ (as in sea) 2. /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key) 3. igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in low) 4. /oa/ (as in toe), /oa/ (as in bone), /(y)oo/ (as in cue), /(y)oo/ (as in tune) 5. /(y)oo/ (as in stew), /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew) **6.** /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef)
	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 Compare numbers of objects using 'fewer' 'more' 'same' Compare numerical values using "less than", "greater than" or "equal to" alongside the symbols < > and = Compare 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** ***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 • 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) • 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	**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) • 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	**Number** ***Place Value within 20*** • 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 **Geometry** ***Length and height*** • Compare and measure lengths 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 **Geometry** ***Position and direction*** • Describe turns • Describe position – left and right • Describe position – forwards and backwards • Describe position – above and below • Ordinal numbers	**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 • Tell the time to the hour • Tell the time to the half hour

		• 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>** ***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				
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** Special and Safe My Class Rights and Responsibilities Rewards and Feeling Proud Class Charter	**Celebrating Differences** The same as… Different from… What is Bullying? What do I do about bullying? Making new friends	**Dreams and Goals** My treasure chest of success Steps to goas Achieving together New challenge Overcoming obstacles Celebrating my success	**Healthy Me** Being healthy Healthy choices Clean and healthy Medicine safety Road safety My amazing body	**Relationships** Families Making friends Greetings People who help us Being my own best friend Celebrating my special relationships	**Changing Me** Lifecycles Changing me My changing body PANTS Learning and growing Looking ahead
PE	**Outdoor:** Multiskills: ball skills **Indoor:** Yoga	**Outdoor:** Multiskills: fundamentals **Indoor:** Team Building	**Outdoor:** Multiskills: sending and receiving **Indoor:** Gymnastics	**Outdoor:** Invasion **Indoor:** Dance	**Outdoor:** Athletics track and field **Indoor:** Target games	**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** • Recognise differences between four seasons in terms of living things (trees lose leaves, flowers drop and we see different animals, such as butterflies, in the summer)	**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.	

History		**Family History** To use vocabulary like now, then, before, after • To understand the terms historical evidence and chronology • To show the relationship between different generations in a family using a family tree • To understand the term living memory and distinguish between sources whether they are past or present • To look at changes in living memory		**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 • To understand the chronology and how transport has changed over time.	**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 • 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		**Where are we** • Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features			**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
Computing	**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	**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	**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 onscreen 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
E Safety	**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	

DT	**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		**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			**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		**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.	