



YEAR 1 CURRICULUM MAP

2021- 2022



YEAR GROUP	TERM	THEME	THEME TITLE	No. OF WEEKS
1	Autumn	Heritage and Culture	This is me!	14

TRIP	PARENTAL ENGAGEMENT
Local area walk Visits to St Thomas Church Visitors into school from: Mosque, Gurdwara, St Thomas' Church	End of unit showcase: <ul style="list-style-type: none">• Gallery of artwork• Scientific enquiry with PE/ Wellbeing presentation• Computing workshop: using devices outside school: E-Safety

9 HABITS	CORE VALUES
Compassionate Joyful Hopeful Considerate Honest Patient Forgiving Humble	Resilience Equality Compassion Creativity Exploration

Maths: *Stand-alone sessions, following White Rose Small Steps*

Number: Place Value

Sort, count and represent objects. • Count, read & write forwards from any number 0-10. • Count, read & write backwards from any number 0-10. • Count one more. • Count one less. • One to one correspondence to start to compare groups. • Compare groups using language such as equal, more/greater, less/fewer. • Introduce =, > and < symbols. • Compare numbers. • Order groups of objects. • Order numbers. • Ordinal numbers (1st, 2nd, 3rd). • The number line.

Number: Addition and Subtraction

Part whole model. • Addition symbol. • Fact families – Addition facts. • Find number bonds for numbers within 10. • Systematic methods for number bonds within 10. • Number bonds to 10. • Compare number bonds. • Addition: Adding together. • Addition: Adding more. • Finding a part. • Subtraction: Taking away, how many left? Crossing out. • Subtraction: Taking away, how many left? Introducing the subtraction symbol. • Subtraction: Finding a part, breaking apart. • Fact families – 8 facts. • Subtraction: Counting back. • Subtraction: Finding the difference. • Comparing addition and subtraction statements $a + b > c$. • Comparing addition and subtraction statements $a + b > c + d$.

Geometry: Shape

Recognise & name 3D shapes. • Sort 3D shapes. • Recognise & name 2D shapes. • Sort 2D shapes. • Patterns with 3D & 2D shapes

Number: Place Value

Count forwards and backwards and write numbers to 20 in numerals and words. • Numbers from 11 to 20. • Tens and ones. • Count one more and one less. • Compare groups of objects. • Compare numbers. • Order groups of objects. • Order numbers.

SCIENCE: **NC:** *The Human Body (body parts, senses, movement and how we function).*

- Develop practical scientific methods, processes and skills.
- Ask simple questions & they can be answered in different ways.
- Observe closely
- Perform simple tests.
- Identify and classify.
- Use own observations and ideas to suggest answers and questions.
- Gather and record data to help in answering questions.
- Name and identify body parts and their functions for everyday life, exercise etc.

Identify and name basic parts of the human body and say which part of the body is associated with each sense.

Draw and label parts of their body.

Describe activities that use each of the five senses.

Children to ask and investigate Q. Are the tallest people the fastest runners? Q. Does our birth month affect our height?

Use of HR monitors to record varying activities and compare results with peers/adults. Use information to develop oracy skills and correct use of technical vocabulary.

MUSIC:

NC- *listen with concentration and understanding to a range of high quality live and recorded music.* 'This is Me' – The Greatest Showman (Children to listen, appraise and perform this song)

Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Charanga: 'Hey You' – following a beat and keeping rhythm

THIS IS ME!
(Heritage and Culture)

Art:

NC: *Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.*

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, 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.

Self-portraits: looking at artists for inspiration (Picasso – fragmented faces/Chuck Close) Colour mixing skills and techniques (paint) – explore with the colour wheel. Use colour mixing to paint a self-portrait.

Sculpture-explore what different sculptures are made of. Make a clay sculpture of their head using techniques and tools to add detail.

ENGLISH:

TEXTS TO BE READ:

The Little Red Hen

The 3 Little Pigs.

Senses Poem (linked to science)

Beegu

Jump and Jiggle (poem)

We're going on a Santa hunt.

SPAG:

Forming capital letters and numerals correctly.

Sequencing sentences to form a short narrative.

Know how words combine to make a sentence.

Leaving appropriate spacing between words.

Punctuating sentences with a capital letter and full stop.

Capital letter for names and proper nouns.

Using a capital letter for the personal pronoun 'I'

COMPUTING: **NC:** *Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.*

- E-safety study: understanding and knowing how to use iPads, computers and laptops safely during use and what to do if they need support
- Understand how devices are used in and out of school.
- Parent workshop with pupils, focusing on e-safety

R.E./PSHE: Discovery RE

Discovery RE – Autumn 1: The Creation Story.

Enquiry Questions: Does God want Christians to look after the world? **Learning Objectives:** Children to understand how they can look after the world we live in and how they can make a difference. **British Values:** Rule of law, individual liberty, mutual respect and tolerance of those of different beliefs.

Discovery RE – Autumn 2: The Christmas Story.

Key Question: What gifts might Christians have given Jesus if he had been born here rather than in Bethlehem? **Locality exploration:** St Thomas' Church. Meet and interview parents within our community. **British Values:** Rule of law, individual liberty, mutual respect and tolerance of those of different beliefs.

PSHE: Feelings and special people & Staying Safe

PE/SPORT:

Autumn 1: Ball work/Movement (Specialist Coach/Team-teaching)

Fitness, Multi skills, Street Dance

Autumn 2: Fitness (Specialist Coach/Team-teaching)

Boxercise, Invasion games, Street Dance

GEOGRAPHY:

NC: *Locational knowledge: To name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. Geographical skills and fieldwork: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.*

Name the countries of the UK, capital cities, surrounding seas and a range of other major cities. To name landmarks and key features of specific areas such as Birmingham.

Children to use a class map of where children/families were born and identify capital cities of the UK

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Learn and use compass directions (NESW), locational and directional language.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Children to locate Birmingham & Garretts Green on a local map and recognise familiar places in their local area. Where are they in proximity to capital cities? What did it used to look like? Where is the academy? Look at landmarks of Garretts Green. • Use maps to gather information about the local area. Leading to locating places/landmarks on a map. Use aerial photographs to recognise basic human and physical features and recognise basic map symbols. Use simple fieldwork skills to study the geography of the local area and make simple observations. Leading to plotting a simple route on a map where they can add the recognised housing types in the local area.

HISTORY: **NC:** *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.*

Past: Children to learn about Edith Cavell/Florence Nightingale/Alexander Fleming: **Medicine/Equality:** To have an understanding of medical establishments/people over time (QE hospital). To talk about the differences and similarities in the lives of Florence Nightingale, Alexander Fleming and Edith Cavell. To understand the chronology of the historical periods in which Florence Nightingale, Alexander Fleming and Edith Cavell lived.

To imagine and write about the experiences of the nurses studied in different historical periods based on factual evidence.

Modern: To learn about Paralympian's & overcoming adversity (Link to Thrive/MH)- links to medical advances and how people with disabilities are succeeding.