



# Year 1



## The Reddings Primary and Nursery School Curriculum Map for 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Fairy tales (3) All about me (9) Christmas (2)		Polar adventures (10) Festivals & religions (1)		Town mouse, country mouse	

<p><b>English</b> (weeks) Narrative = N Non Fiction = NF Poetry = P</p>	<p>3- Traditional Tales -Hansel and Gretel</p> <p>2 - Labels and Captions - related to its good to be me</p> <p>1 - Poetry - Young Writers Competition, structure and rhyming couplets</p> <p>2 - Narrative - Antony Browne My Mum</p>	<p>2 - Narrative - Antony Browne My Dad</p> <p>3 - Stories with Predictable Phrasing - Monkey and Me, Brown Bear Brown Bear, Peace at last, The Very Hungry Caterpillar. This Rabbit Belongs to Emily Brown.</p> <p>2 - Christmas theme - The Jolly Christmas Postman - letters and postcards</p>	<p>2 - Non-Chronological Reports - Penguins by Anne Schreiber</p> <p>2 - Penguin Peril - Hancock</p> <p>2 - Instructions - How to Wash a Woolly Mammoth - Michelle Robinson</p> <p>1 - Poetry</p> <p>3 - Recount - Sophie Scott Goes South</p>	<p>Town Mouse Country Mouse.</p> <p>Farmer Duck</p> <p>Where the Wild Things are</p> <p>The Gigantic Turnip</p> <p>What the Ladybird heard</p> <p>Anthony Brown - The Tunnel</p>
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<p><b>SPaG</b></p>	<p>W1 Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>W2 Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>W3 How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>S1 How words can combine to make sentences</p> <p>S2 Joining words and joining clauses using and</p> <p>T1 Sequencing sentences to form short narratives</p> <p>P1 Separation of words with spaces</p> <p>P2 Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>P3 Capital letters for names and for the personal pronoun I</p> <p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>		
<p><b>Maths</b></p>	<p>Positional language</p> <p>Patterns in number</p> <p>Counting and comparing</p> <p>Estimating and ordering</p> <p>Making 10</p> <p>Doubling and halving</p> <p>Odd and even numbers</p> <p>Shapes 2D and 3D</p>	<p>Measures</p> <p>Days of the week/Months of the year</p> <p>Addition and subtraction</p> <p>Problem Solving</p> <p>Statistics</p> <p>Money</p> <p>Counting in 2,5,and 10.</p>	<p>Multiplication and division</p> <p>Arrays</p> <p>Problem solving</p> <p>Geometry-Turns</p> <p>Time</p> <p>Fractions</p> <p>Place value to 100.</p>

<p><b>Science</b> Pupils should be taught to:</p>	<p><b>Animals/Humans</b></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><b>Seasonal changes – link to polar</b></p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Everyday Materials</b></p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the</p>	<p><b>Plants</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
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<p><b>Computing</b></p>	<p><b>Visual Information</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>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.</p>	<p><b>Let's Create</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>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.</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology safely and respectfully, keeping personal information private;</p>	<p><b>Discovering programming</b></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>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.</p>
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<p><b>History</b> Pupils should be taught about:</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>		<p>Events beyond living memory that are significant nationally or globally [the first aeroplane flight]</p>
<p><b>Geography</b> Pupils should be taught to:</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	

<b>Art</b>	<b>Major: Self Portraits</b> To use drawing and painting to develop and share their ideas, experience and imagination.		<b>Painting linked to topic – Seasons Paintings</b> To use painting to develop and share their ideas, experience and imagination.		<b>Digital Media</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
<b>DT</b>		<b>Food: Christmas</b> Taste, prepare and make some traditional foods.		<b>Major: Sheet Materials make own polar home</b> To use a range of materials creatively to design and make a polar home.	<b>Major: Collages linked to Plants</b> To use a range of materials creatively to design and make products To use sculpture to develop and share their ideas, experiences and imagination.	

<b>Music</b> (Charanga)	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.		Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.		Play tuned and untuned instruments musically.	
<b>PE</b>	Ball Skills Games	Dance Gymnastics	Games Indoor Athletics	Dance Net Games	Invasion Games Tri Golf	Striking Games Athletics.
<b>Curriculum          Enrichment</b>						