Year 1 Curriculum Map

English

Please see our Literature Spines, which provide details of the texts we follow each term, along with the rationale for each book choice. These spines are based on The Literacy Tree suggested texts. In addition to the Literature Spines, the progression documents for both writing and spelling offer an overview of the skills your children will learn each year.

Drama, Oracy and Talk for Writing are incorporated into every writing journey. Also, as part of our writing journey we make cross-curricular links whenever feasiblen so that children develop a hinterland knowledge to support writing. Vocabulary, sentence structure and developing a 'personal voice' are developed through using imerssive texts. Within, the writing journey, children learn to plan, write, begin to edit and publish independently or with peers.

Handwriting
We use the Nelson Handwriting scheme.

Pupils should be taught to:
* write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

* use spacing between words that reflects the size of the letters.

* start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Oracy:
Speaking ***and*** listening skills with consideration to;

L- listening attentively, able to recall information clearly with development of main ideas.
L- development of speaker's main ideas such as retelling, questioning.
S- considers and offers alternative viewpoints.
S- extends ideas using some conjunctions and adverbs to express time, place and cause e.g. when, before, after, so, because, then, next, before, after.
S- shows an awareness of spoken standard English required for formal contexts.
S- reads aloud and performs showing understanding through intonation, tone, volume and action.
S- participates, speaking audibly in a range of situations.

Suggested activities
*Talk for writing- retelling and sequencing events. This also helps identify language patterns such as repetition for effect and textual structure.
*Oracy to concrete skills - kung-fu punctuation, actions for VIPER reading skills, drama to understand grammatical terms such as adverbs to extend ideas.
*Freeze frames- eg. from a scene/page/extract.
*Hotseating to help understand different viewpoints.
*Talk partners such as reading ideas aloud- checklists to guide.

*Extending ideas using sentence openers and conjunctions.
*Performing stories and poems and explore tone of voice, volume and use of actions.
*reporting on findings including Science and mathematical investigations/reasoning.

Assessment:
Half-termly Rising Stars tests in Grammar, Spelling and Reading Assessments.
Termly PIRA (Progress in reading Assessments).
Termly moderation of writing.

Maths

Autumn	*Spring*	*Summer*
• Position and direction – describing position, direction and movement, including; left, right, whole, half, quarter and three-quarter turns. • Patterns in Numbers (including subitising) • Counting and Comparison (more/less/fewer) • Estimating and ordering numbers • Regrouping the whole • Using Part, Part Whole for addition and subtraction number sentences • Solving problems using part or whole unknown • Numbers to 10 – comparison • Equivalent scales – making the same amount in different ways • Greater than ten – making 10 and some more • Doubling and halving a number to 20 • Estimating and ordering, one more / one less • Odd and even numbers Names and properties of 2D and 3D shapes	• The language of comparing length, weight, mass and speed • Adding numbers using 'Think 10!' – building on knowledge of numbers greater than 10 • Think 10! For Subtraction • Numbers to Twenty – Part or Whole Unknown • Numbers to Twenty – Equality and Balance • Sequencing Events – Days of the Week and Months of the Year • Numbers to twenty – language and problem solving (part and whole unknown) • Numbers to twenty – comparison (difference, more, less, fewer) including Statistics • Coins and combinations to 20p, ordering and comparing • Counting in 2s, 5s, 10s and 3s • Non-standard measures and introducing simple standard measures (capacity, weight, mass, speed)	• Multiplication and division – equal or unequal groups and remainders • Multiplication – repeated addition and arrays (number of groups and size of group) • Multiplication – problem solving (identifying the number of groups and size of group) • Multiplication – scaling and counting in 2s to 24 • Division sharing and grouping problems • Telling the time – O'Clock and Half Past • Fractions – sharing into Equal Groups • Time – o'clock and half past • Fractions – Equal or unequal parts of shapes • Fractions – of continuous quantities including capacity • Numbers to 100 - Place value and digits, making ten and some more • Numbers to Twenty - Review • Place Value – Estimation, Ordering and Comparison *Remaining weeks should be used to review and close any gaps - sessions focusing upon high value learning*

Assessment:
Assessment plays a vital role in the teaching and learning of maths. Pupils are regularly assessed by teachers through informal day-to-day observations, verbal feedback (discussions), to more formal style tests and tasks at the end of a topic, term or year. For instance, termly PUMA assessments (Progress in understanding Mathematics) are conducted.

Science

Curriculum content (National Curriculum): Substantive Knowledge;

Seasons

- Observe changes across the four seasons. *(Build on EYFS)*
- Observe and describe weather associated with the seasons and how day length varies. *(Build on EYFS)*

Animals including humans

- 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.

Everyday materials

- Distinguish between an object and the material from which it is made. Encourage comparing words.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock *(Build on EYFS)*
- Describe the simple physical properties of a variety of everyday materials and consider some purposes.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties *(Build on EYFS)*

Plants

- 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.

Curriculum Content: Disciplinary Knowledge (practical scientific methods);

These STEM skills are taught through-out the year, in all topics:

- Asking simple questions and recognising that they can be answered in different ways with prompts and support (what, why, when, where. Use the sentence opener prompt cards to support and encourage the use of this language).
- Performing simple tests. (*Build on increased independence throughout year*).
- Observe closely using resources provided during practical investigations such as magnifying glasses and maths measuring skills. *(Build on EYFS)*
- Sort and group objects to identify and classify.
- Using their observations and ideas to suggest answers to questions. *(Build on EYFS)*
- Gather and recording data to help in answering questions. Apply maths skills in science tasks. (*Build on EYFS*)

Curriculum Content: Understand the uses and implications of Science: Disciplinary Knowledge;

- Introduce how Science is used in the real world.

Autumn	Spring	Summer
Seasons (and seasonal influences on plants, including trees) Also developing "When" questions to note changes and observations. Using the local environment to enhance learning. *(Build on EYFS)* **Animals including Humans.** This also provides opportunities to apply basic sorting and classifying.	**Seasons (and seasonal influences on plants including trees)** Developing comparisons between seasons that they have covered, noting changes and similarities. Continue to use the local environment to enhance learning (*Build on previous Year 1 knowledge & vocabulary*) **Everyday materials** This also provides the opportunity to experiment with a wide range of materials to explore basic properties and uses. Developing questioning and observational skills.	**Seasons (and seasonal influences on plants including trees)** Ensuring comparisons are made, noting changes and similarities with more reasons (*building on previous Year 1 , knowledge, language and comparisons*) Continue to use the local environment to enhance learning **Plants** This also provides opportunities to apply plant observations/ vocabulary and knowledge from seasons topic. *Build on EYFS* understanding of plants.
Assessment: Summative assessments recorded on Arbor		

RE **Christianity and Islam**					
Curriculum content (Hertfordshire Agreed Syllabus of Religious Education 2023-28)					
Autumn 1 Beliefs and Practices/ Ultimate Questions	**Autumn 2** Beliefs and Practices/ Ultimate Questions	**Spring 1** Sources of Wisdom	**Spring 2** Identity and Belonging/ Sources of Wisdom/ Beliefs and Practices	**Summer 1** Identity and Belonging	**Summer 2** Ultimate Questions
How and why do Christians follow Christianity? Key Christian beliefs. What do Christians believe God is like? (UC God 1.1) Include questions-	How do Sikhs celebrate the fruitfulness of the earth- explore the festival of Vaisakhi. Include qu. why do some people thank and praise God?	Why did Jesus tell parables? Explore and tell some parables through drama. Are these still relevant today? Why some books are called holy or sacred?	What things are most important to you and your family? Make a list of the different groups to which you belong. Why are these important for your wellbeing?	Why do religious communities need leaders? Include qu's- What does it mean to be a follower? What is special about how Christians	Who made the World?- (UC God 1.1) Does everyone shares the same belief about how the world began? What do you/ non-Christian people believe about how the world was created?

If we are made in the image of God then why are we all so different? Where is God? How do Christians celebrate the fruitfulness of the earth? (eg Harvest traditions and helping those in need). How and why do Sikhs follow Sikhism? Key Sikh beliefs.	Explore the story of Rama and Sita. How the victory of good over evil is expressed in this story and why is this such an important time for most Sikh families? Explore Diwali- how and why is it celebrated? How is light used in this festival? Why does Christmas matter to Christians? (UC Incarnation 1.3)	Why is the Bible holy and sacred for Christians? Compare how the Sikh Guru Granth Sahib and the Bible are treated.	What is the good news the Jesus brings? (UC Gospel 1.4) Why does Easter matter to Christians?(UC Salvation 1.5)	celebrate the birth of a new baby? Explore aspects of baptism through role play What is special about how Sikhs celebrate the birth of a new baby? Using creative media, explore how we can all live together when we are so different.	What do Christians believe about how the world was created? Explore big questions in 'Why is the Sky Blue?' by Sally Grindley. What are the common themes in Christian stained glass windows- why might this be? Debate some deeper questions, e.g. What might heaven be like? If you met Jesus, how would you describe him? If Jesus came to your town/village, where would he visit and why?
Assessment					
	Give at least one example of belief and practice, such as a festival, worship and/or ritual and share some meanings behind them		Respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins	Talk about things and people that matter to them and how people belong to groups including faith groups	Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it

Geography				
Autumn - Spring 1			***Spring 2 - Summer 2***	
Locational knowledge	***Place knowledge***	***Human and physical geography***	***Geographical skills and fieldwork***	
			Fieldwork	***Map skills***

Name, locate and identify the characteristics of the 4 countries and capital cities of the UK and its surrounding areas.	Begin to understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK.	Identify seasonal and daily weather patterns in the United Kingdom <u>Use basic geographical vocabulary to refer to:</u> <u>Key physical features, including:</u> seasons, weather, forest, mountain, hill, valley, soil and river. <u>Key human features, including:</u> city, town, village, shop, house	<u>Gather information</u> Use basic observational skills Draw simple features Ask and respond to basic geographical questions <u>Sketching</u> Create plans and draw simple features in their familiar environment (school grounds) Add some labels onto a sketch map. <u>Audio/Visual</u> Recognise a photo or a video as a record of what has been seen or heard Take pictures during fieldwork activities	<u>Using maps</u> Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller and positional language such as left and right. Use directional language such as near and far, up and down, left and right, forwards and backwards. <u>Making maps</u> Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features
Assessment Spring 1- locational and place knowledge and human and physical geography assessment form			**Assessment** Summer 2-Geographical skills and fieldwork assessment form	

History

Autumn	***Spring***	***Summer***
Subject context: My Family History What was it like when my grandparents, great-grandparents were children? • Identify similarities and differences between the ways of life and household objects of the past • Interview older relatives/friends and research through artefacts LINKS: Local history	**Subject context: The Great Explorers** Who were some of the great explores? Why were they great – what did they do? • Lives of significant others Roald Amundsen, Ibn Battuta, Captain Cook, Roberts Falcon Scott and Sunita Williams LINKS: Exploration and Invention	**Subject context: The Greatest Inventions – Transport** How did the car and transport change the world? • Events beyond living memory nationally and globally • The Wright Brothers • Stephenson • Vehicular advances and development • How did Britain change? LINKS: Invention

Assessment		
Initial artefact assessment KWL (What is already known (K), What would like to be known (W) and What has been learnt (L)) End of unit assessment key question What was it like when my grandparents, great-grandparents were children?	KWL End of unit assessment key question Who were some of the great explores? Why were they great – what did they do?	KWL End of unit assessment key question How did the car and transport change the world?

Computing					
Autumn 1	***Autumn 2***	***Spring 1***	***Spring 2***	***Summer 2***	***Summer 2***
Computer Systems and Networks – Technology Around Us This unit develops an understanding of technology and how it can help in everyday life. Pupils will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. They will also start to consider how to use technology responsibly.	**Creating Media – Digital Painting** This unit develops an understanding of a range of tools used for digital painting. This will enable pupils to create their own digital paintings while gaining inspiration from a range of artists' work. They will consider their preferences while painting with or without digital devices.	**Programming A – Moving a Robot** This unit introduces early programming concepts. Pupils will explore using individual commands. They will identify the commands for a floor robot and predict the outcome of programs. They will be introduced to the early stages of program design through the introduction of algorithms.	**Data and Information –Grouping Data** This unit is an introduction to data and information. It focuses on assigning data with different labels in order to demonstrate how computers are able to group and present data. Pupils will also log on to the computers to open and save their documents.	**Creating media – Digital Writing** This unit develops an understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. They will consider how to change the look of their text using a computer.	**Programming B – Programming Animations** This unit introduces on-screen programming through ScratchJr. Pupils will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. They will be introduced to the early stages of program design through the introduction of algorithms.
Assesment					
Technology Around Us	Digital Painting	Moving a Robot	Grouping Data	Digital Writing	Programming

					Animations

Art		
Autumn	***Spring***	***Summer***
Drawing	**Painting**	**3D**
Building on the skills learnt in EYFS: **<u>Mark-making 1</u>:** building on skills learnt in EYFS, continuing to use a range of mark-making tools and introducing **different grades of pencil (2H, 2B, 6B), charcoal and felt pens** to draw from imagination and observation. **Line:** starting to explore **different weights of line** using pencils, charcoal and felt pens. **Tone:** starting to experiment with using **different pressures** when using a tool; **smudging** with charcoal and soft pencil. **Outcomes** To research the work of artists' drawing from imagination and from life. To practise skills, exploring the effects of drawing with different tools and considering the quality of line. To draw from imagination, using a range of tools to create different weights of line. To draw a 3D object from observation, looking for shapes and using smudging to create shadow. To refine a drawing, creating surface texture.	**Building on the skills learnt in EYFS:** **<u>Developing Colour-mixing:</u>** Introduction to the **colour wheel diagram**. Children become more familiar with knowledge of mixing primary colours to make secondary colours. **<u>Developing Mark-making:</u>** Experiment with blindfold and variety of 'tools' to make marks on paper, e.g. Sponge, stick, comb, decorator's paintbrush. To **introduce thick and thin paintbrushes, to explore different qualities of line**. **<u>Painting Project: Introducing Light and Dark Tone</u>** **Research an artist or art movement** and consider how particular artists create **mood by using colour, light and dark tone**. Children create a painting focusing on using light and dark tone. **Outcomes** To research the painting style of an artist or art movement, considering mood.	**Building on the skills learnt in EYFS:** **<u>Clay Relief</u>** Children progress to creating a clay relief model, e.g. on the theme of friendships or nature. They learn to **roll a slab** to create two flat joined faces, building **protrusions** on the clay base (hair, eyebrows, nose, lips, eyes). They learn how to **make slip** to join separate pieces of clay together. They practise **rolling finer sausages** e.g. to create layered hair/branches. They add **surface decoration and texture** using a variety of tools. However, the focus is on exploiting the 3D potential of the material, not just drawing into the clay. **Outcomes** To research the life and works of a 3D relief artist. To practise skills, joining surfaces with slip, rolling fine sausages and experimenting with building surface texture. To design a 3D relief clay model, using sketching techniques. To create a 3D relief clay model, building surface texture.

To evaluate a final piece and rework. **Drawing Project Resources** - Continuous Line Drawing. - Making marks which tell a story	To practise skills, mixing primary colours to make secondary colours. To experiment with a range of tools to make different marks. To plan a painting, sketching shapes in the frame. To make a painting, blocking in areas of light and dark tone to create mood. To evaluate a painting and rework.	To create surface texture in a 3D relief clay model by using a range of tools to draw into the clay. To evaluate the making process, reworking where necessary.
Assessment: Examples of progression of skills recorded in sketchbooks and in year group art assessment folder.		

Design and technology

Autumn	*Spring*	*Summer*
Structures: Free standing **Designing** • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. **Making** • Plan by suggesting what to do next. • Select and use tools (e.g. scissors), skills and techniques suitable for the task, explaining their choices. • Select new and reclaimed materials (e.g. card/paper) and construction kits (e.g. Lego, wooden blocks) to build their structures.	**Food: Preparing fruit and vegetables** **Designing** • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. **Making** • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.	**Mechanisms: Wheels and axels** **Designing** • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. **Making** • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to what properties are needed.

• Use simple finishing techniques (e.g. Sellotape, masking tape) suitable for the structure they are creating. **Evaluating** • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products (tables) and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. **Technical knowledge and understanding** • Know how to make freestanding structures stronger (e.g. way bricks are laid), stiffer (re-enforcement by double layering) and more stable. • Ttheir basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science.	**Evaluating** • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. **Technical knowledge and understanding** • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of *The 'Eatwell' plate*. • Know and use technical and sensory vocabulary relevant to the project.	**Evaluating** • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. **Technical knowledge and understanding** • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project.
End of unit assessment	**End of unit assessment**	**End of unit assessment**

PE				
Autumn 1	***Autumn 2***	***Spring***	***Summer 1***	***Summer 2***
Invasion Games -Throw and catch with different equipment. -Aim consistently between targets to score.	**Dance** - Perform basic body actions. - Perform a sequence with clear a beginning, middle and end.	**Gymnastics** - Link at least **two** or more elements with a start and a finish shape. - Show basic control and coordination when travelling and when remaining still.	**Throwing & Catching** -Focus on throwing a ball both under and overarm.	**Athletics** -Use their bodies to move at different speeds. -Run for greater distances (200m).

-Score with different sizes of balls. -Use small equipment with confidence and control. -Play different running and avoiding games. - Develop simple tactics for attacking and defending. -Explore different techniques for attacking and defending.	- Use different parts of the body singly and in combination. - Show some sense of dynamic, expressive and rhythmic qualities in their own dance. - Choose appropriate movements for different dance ideas. - Remember and repeat short dance phrases and simple dances. - Move with control. - Vary the way they use space. - Works well with a partner. - Describe how their lungs and heart work when dancing. - Describe basic body actions and simple expressive and dynamic qualities of movement.	- Choose and link 'like' actions. - Remember and repeat these actions accurately and consistently. - Identify and copy the basic actions of gymnasts. - Use words such as rolling, travelling, balancing, climbing. - Describe what they do in their movement phrases. - Find and use space safely with an awareness of others. - Make their body tense, relaxed, stretched and curled.		-Focus on catching a ball from smaller and greater distances. -Pass and receive the ball in different ways with control. -Improve their basic catching techniques. -Throw, catch and collect a ball. -Throw smaller balls both underarm and overarm. -Strike a ball with their feet. -Think about which throws would be suitable for different distances. -Play simple games with others using the skills taught.	-Increase their running speeds. -Participate in Sports Day. -Discuss different ways to keep healthy and safe.
PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence	PE Assessment Sheet/Google Classroom Evidence

Music					
Autumn1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Hey you! In this unit of work is based upon the hip hop	**Rhythm in the way we walk and banana rap** In this unit of work the children will work on	**In the groove** In this unit of work the children will discover a	**Round and Round** In this unit of work the children listen and learn a	**Your imagination** In this unit of work the children will let their	**Reflect, rewind and replay** This Unit of Work

song hey you. The song contains two different vocal styles rapping and singing. The children will be focusing on listening and appraising a range of different songs. Listen with concentration and understanding to a range of high-quality live and recorded music. (NC) I can find the pulse whilst listening to the songs in the unt. I can describe what the pulse is. (Charanga) I can recognise and name two or more instruments in the song. (Charanga)	developing their vocal skills. In the first three lessons the children will learn reggae song focusing on the development of rhythm, pitch and pulse. In the final two lessons the children will learn a hip hop song based upon rap music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. (NC) I can sing and rap in time with the music. (Charanga) I am beginning to understand that pitch is high and low sounds. (Charanga)	range of musical styles. In each lesson the children will sing the unit song in the groove in the following different styles Blues, Baroque, Latin, Bhangra, Folk and Funk. Play tuned and untuned instruments musically. (NC) I can play accurately and in time as part of a performance with guidance from an adult. (Charanga) I can play the note C on a tuned instrument. (Charanga)	song called round and round which is a Bossa Nova Latin style. The children will focus on three elements of music which are rhythm, pitch and pulse. Experiment with, create, select and combine sounds using the inter-related dimensions of music (NC) I can improvise as part of a performance and I may use the note D on a tuned instrument to do this. (Charanga)	imagination take them on a creative journey. The children will have the opportunity to write their own lyrics, play instrumental parts of the song and create their own dance routines. Experiment with, create, select and combine sounds using the inter-related dimensions of music (NC) I will experiment with creating sounds using my knowledge of pitch and rhythm.	consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.
Listening and appraising	Singing	Playing instruments	Improvisation	Composition	Overall judgement

PSHE

Programme of study JIGSAW which teaches children and young people emotional literacy, social-and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner

Autumn		Spring		Summer	
Being Me in My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**