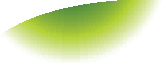
**Sherdley Primary School 2023-24**



**Year 1** Curriculum Map

Maths

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Number & Place Value  A screenshot of a math test  Description automatically generated 0-10  A screenshot of a computer  Description automatically generatedAddition & Subtraction within 10 | Addition and subtraction within 10 (continued)  Shape  Place Value within 20  A screenshot of a computer  Description automatically generated | Addition and subtraction within 20  A screenshot of a graph  Description automatically generated  Place value within 50  A blue and white striped background with black text  Description automatically generated | Place Value within 50 (continued)  Measurement: Length  and height  A close-up of a text  Description automatically generated  Measurement: Weight and volume  A text on a white background  Description automatically generated | Multiplication and  division  A group of blue and white squares  Description automatically generated  A close-up of a number  Description automatically generatedFractions  A screenshot of a computer screen  Description automatically generatedPosition and direction | Place value within 100  A number of numbers with blue and white text  Description automatically generated with medium confidence  A close-up of a sign  Description automatically generatedMoney  A screenshot of a phone  Description automatically generatedTime |

English

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| **Reading** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Class Novel text  (Book Focus- 1 Fiction/1 Non-Fiction) | Lifesize - Sophy Henn (Science - animals)     Major Glad, Major Dizzy - Jan Oke (History/ English – Toys from the past) | We're All Wonders - R J Palacio  (PSCHE – Inclusion/ Celebrating Difference)   Katie In London - James Mayhew (Geography – UK)  The Fascinating Animal Book for Kids: 500 Wild Facts!  (Ginjer Clarke) | Lion Inside - Rachel Bright  (Overcoming fear/ rhyme)    The World Around Me (Look Closer) (Charlotte Guillain) | Grandad's Secret Giant  Book - David Litchfield  (PSCHE – Inclusion/ Belonging)    On a Beam of Light: A Story of Albert Einstein (Science Questioning/ PSCHE Dreams and goals) | Oliver's Vegetables -  Vivian French & Alison Bartlett (Science – Plants)    The Last Wolf -  Mini Grey (Science – Animals)    The Big Book of Blooms  (Yuval Zommer) | *Penguinpig - Stuart Spendlow & Amy Bradley (ICT – Online safety)*    The Extraordinary Gardener -  Sam Broughton  (Science Plants)    Our World in Pictures: Cars, Trains, Ships and Planes: A Visual Encyclopedia to Every Vehicle (DK) |
| Poetry Focus | Where Zebras Go: Poems - Sue Hardy-Dawson | | Another Day – John Cunliffe (A very first book of poetry) | | Crayoning – Stanley White (A very first book of poetry) | |
| **Writing** | Walk in the Woods-recount (NF)  Dogger-narrative  Firework Night- poetry  The Queen’s Hat-narrative | | Beegu - narrative  Bog Baby-narrative  On Safari-travel journal (NF) | | Pinocchio-narrative  The Train Ride- narrative  Seasons- info text (NF)  George Stephenson-Biography (NF) | |
| Punctuation & Grammar | Capital letters letters and full stops  Forming sentences  Leave spaces between words  Capital letters for names and pronoun I | | Joining words with ‘and’  Capital letters for names and pronoun I  Introduce ? and ! | | Joining words and clauses with ‘and’  Capital letters for names and pronoun I | |

Science

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|  | **Autumn** | **Spring** | **Summer** |
| Year 1 | **Animals including humans**  Children will learn about the parts of the human body and say which part is associated with each sense; I can name and label the basic parts of the human body. Children will learn how to name and identify common animals and identify carnivores, herbivores and omnivores. Children will also describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Children will also be given the opportunity to explore animals their local environment and become familiar with common animals. Children will be given the opportunity to explore the animals in their natural environment and work scientifically to observe, compare and contrast them. | **Everyday materials:**  **Properties and grouping and sorting**  Children will learn to distinguish between an object and the material from which it is made and be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Children will explore and describe the simple physical properties of a variety of everyday materials and compare and group together a variety of everyday materials based on their simple physical properties. Children will explore a variety of subject specific language to describe the materials and their properties. Children will be given the opportunity to explore a wide variety of materials during investigations  e.g. Which material is best for an umbrella? | **Plants**  Children will learn how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Children will also identify and describe the basic structure of a variety of common flowering plants, including trees. Children will have the opportunity to use their local environment to explore the plants growing in their habitat and to plant and observe the growth of plants and flowers which they have planted. |
| Vocabulary | * Names of animal groups: **fish, amphibians, reptiles, birds, mammals.** * Animal diets: **carnivore, herbivore, omnivore.** * Human and animal body parts: e.g. body, head, neck, arms, elbows, legs, knees, face, ears, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak, fins, gills. * Human senses: **sight, hearing, touch, smell, taste.** * Exploring senses: loud, quiet, soft, rough. * Other: human, animal, pet. | * Names of **materials**: wood, plastic, glass, metal, water, rock, paper, cardboard, rubber, fabric. * Properties of materials: **hard, soft, shiny, dull, stretchy**, **rough**, **smooth, bendy, not bendy, transparent, opaque, waterproof, not waterproof**, **absorbent, not absorbent,** sharp, stiff. * Other: **object.** | * Names of common plants: **wild plant, garden plant, evergreen** tree, **deciduous** tree, common flowering plant, **weed,** grass. * Name some features of plants: e.g. **flower**, vegetable, **fruit**, berry, **leaf/leaves**, blossom, **petal**, **stem**, trunk, branch, **root**, **seed, bulb,** soil. * Name some common types of plant e.g. sunflower, daffodil. |
|  | **Seasonal changes**  **This will be completed throughout the year.**  Children will be taught to observe the changes across the 4 seasons, with a particular focus on Autumn and Winter, and observe and describe the weather associated with the seasons and how day length varies.  Children will be able to identify and name the four seasons and describe the related weather. | **Seasonal changes**  **This will be completed throughout the year.**   * To continue on from prior learning in autumn term, in this unit, children will be taught to observe the changes across spring and look at what weather we associate with spring. Children will be given the opportunity to compare and contrast this with autumn. Generating questions that can be answered in different ways. Observational investigation of recording data in tables length of days etc | **Seasonal changes**  **This will be completed throughout the year.**  To continue on from prior learning from the Spring term, in this unit, children will be taught to observe the changes during the summer season and look at what weather we associate with Summer. Children will be given the opportunity to compare and contrast this with Spring and describe the feature that change throughout the year – food grown, plants animals |
| Vocabulary | * **Seasons**: **spring, summer, autumn, winter**, seasonal change. * **Weather**: e.g. sun, rain, snow, sleet, frost, ice, fog, cloud, hot/warm, cold, storm, wind, thunder, weather forecast. * Measuring weather: temperature, rainfall, wind direction, thermometer, rain gauge. * Day length: night, day, **daylight** | | |
| Working scientifically | Generating questions that can be answered in different ways, i.e. from observations.  Observational investigation using simple equipment, i.e. magnifying glasses. I can use my observations to ask simple questions  Identifying and classifying animals into groups, gather information and record data to help answer questions.  Recording data about the weather throughout the year and present in tables or charts. | Identifying and classifying materials., i.e. made of metal  Observing practical uses of everyday materials – test properties of objects for absorbency, strength, stiffness, waterproofness.  Compare and group materials using sorting circles, i.e. what are spoons made of  Gather and present data about the length of the day | Identifying and classifying plants  Simple investigations to identify structures of plants  Present information in different ways – collect information about different seasonal features. |

Geography

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|  | **Autumn** | | **Spring** | | **Summer** |
| Year 1 | ***Seasonal Changes in the UK will be looked at throughout the year.***  **Skills to focus on:**  I am learning about seasonal changes.  I can identify seasonal and daily weather patterns in the United Kingdom.  I can recognise the key physical features found in the UK, including season and weather | | | | |
|  | **CONCEPTS:**  Environment; Change | **Key questions:**  Can we observe the weather? | | **Supplementary skills:**  I can keep a weather chart and use it to help me answer questions about the weather. | |
|  | **I am learning about our country, the UK.**  **Skills to focus on:**   * I can name the four countries and capital cities of the United Kingdom. * I can name geographical characteristics of the UK, as well as its surrounding seas. * I can use world maps, atlases and globes to identify the United Kingdom and its countries, including main towns and cities. * I can use simple compass directions (N, S, E, W).   **CONCEPTS:**  Maps; Location  **Suggested key questions:**  What will we see on our journey around the UK? | | **I am learning about hot and cold places on our planet.**  **Skills to focus on:**   * I can explain the main features of hot and cold countries. * I can research hot and cold places. * I can identify hot and cold areas of the world in relation to both the Equator and the North and South Poles.   **CONCEPTS:**  Climate; Environment  **Suggested key questions:**  Why can’t a lion live near the South Pole? | | **I am learning about the area, both within and close to, my school’s grounds.**  **Skills to focus on:**   * I can explain how my school grounds are similar or different to other places I know. * I can use aerial photographs and plan perspectives to recognise landmarks and features of the school grounds. * I can give and follow instructions using compass directions and simple directional language [for example, near and far; left and right].   **Fieldwork study:**  I can use simple fieldwork and observational skills to study the geography of my school and its grounds.  **CONCEPTS:**  Location  **Suggested key questions:**  What’s in and around our local area? |
|  | **Supplementary skills:**   * I can recognise the key physical features found in the UK, including beach, cliff, coast, forest, sea and river. * I can recognise key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. * I can use aerial photos/videos to recognise human and physical features. | | **Supplementary skills:**   * I will be able to use world maps, atlases and globes to help me. | | **Supplementary skills:**   * I can 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. * I can plan a route around my school grounds |
|  | *KEY VOCABULARY: map, atlas, globe, UK, United Kingdom, countries, physical features, beach, forest, cliff, coast, sea, river, weather, season, city, town, village, factory, farm, office, port, harbour, shop, aerial photograph, landmarks, local* | | *KEY VOCABULARY: hot, cold, extremes, temperatures, Equator, North Pole, South Pole, Arctic, Antarctic, seasons, weather, patterns,* | | *KEY VOCABULARY: left, right, similarities, difference, UK, United Kingdom, north, south, east, west, compass, perspective, aerial view, landmark, features, plan, direction and boundary* |

**History**

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|  | **Autumn** | **Spring** | **Summer** |
| Year 1 | **I am learning about things that have changed in both my lifetime and the life of my family.**  **Skills to focus on:**   * I can sequence objects to help understand the difference between past/present, now/then. * I can compare old and new toys looking at similarities and differences, including what they are made of and how safe they are. * I can retell a passage of my life using words such as: now, today, yesterday, then, later, before, a long time ago. * I can tell stories about the past through discussion, roleplay, or performance.   **Links to prior knowledge**  In Pre-school and Reception, the children will have looked at old photographs of themselves and their family to show how they and others have changed.  CONCEPTS: **Exploration and Invention; Community and Culture**  **Suggested key questions:**  How do our toys and games compare with those from the 1960s? | **I am learning about the lives of Neil Armstrong and Christopher Columbus and understand their contribution to the world today.**  **Skills to focus on:**   * I can recall when they made their discoveries and what life was like at that point in history. * I can compare Neil Armstrong and Christopher Columbus and say what is the same and what is different between them. * I can consider what characteristics an explorer needs to help them face challenging conditions.   **Links to prior knowledge**  ?  CONCEPTS: **Exploration and Invention; Community and Culture**  **Suggested key questions:**  What does it take to be a great explorer? | **I am learning about Stephenson’s Rocket and its importance to my local area.**  **Skills to focus on:**   * I can explain why the railway line near my school is important to our local history and how it impacted lives in the past, and why. * I can recall the first competition to run a train from Liverpool to Manchester. * I can research the trials at Rainhill, looking at how this is close to where I live. * I can look at how modern trains have been developed because of the Rocket.   **Links to prior knowledge**  ?  CONCEPTS: **Exploration and Invention**  **Suggested key questions:**  Was George Stephenson all that significant? |
|  | **Supplementary skills:**   * Look at how the toys fit into their history and show chronology e.g. grandma’s toys). * Begin to ask questions about toys and how they are used. | **Supplementary skills:** | **Supplementary skills:**   * I will compare and contrast old and new trains and learn about steam power. |
|  | *KEY VOCABULARY: then, now, artefacts, technology, timeline, Victorian, 20th century, 21st century* | *KEY VOCABULARY: significant, technology, explorer, navigate, voyage, astronaut, sailor, Caribbean, Apollo 11* | *KEY VOCABULARY: past, present, locomotive, engineer, original, replica, transport, steam power* |

**Computing**

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|  | **Autumn** | | **Spring** | | | | **Summer** | |
| Year 1 | **I am learning about E-Safety.**  **Skills to focus on:**   * I know how to use devices safely. * I can tell a trusted adult if I am worried when using technology. * I can explain rules to keep us safe when we are using technology both in and beyond the home. * I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). | | | **CONCEPTS:**  Online Safety and Digital Literacy | | **Suggested key questions:**   * Who do I tell if I need help when using the Internet? * How do we find a happy balance between our online and offline activities? * How do you go places safely online? * How do you say goodbye to technology when you don't want to? | | |
|  | **I am learning how to connect code blocks and carry out simple debugging tasks.**  **Skills to focus on:**   * Know how to program a virtual robot to follow instructions. * Know how to click and drag blocks. * Know that blocks of code can be used to control an on-screen sprite. * Know how to begin to debug a simple program. * Know that commands must be sequenced in a logical order.   **CONCEPTS:**  Programming  **Suggested key questions:** | | **I am learning how to use block coding including loops to control on screen sprites.**  **Skills to focus on:**   * Know that a loop block can be used to repeat instructions. * Know how to break down a long sequence of instructions.   **CONCEPTS:**  Programming  **Suggested key questions:** | | | | **I am learning about how to use block coding including loops and events to control on screen sprites.**  **Skills to focus on:**   * Know how to program a virtual robot to follow instructions. * Know how to begin to debug a simple program. * Know how to break down a long sequence of instructions. * Know that a loop block can be used to repeat instructions.   **CONCEPTS:**  Programming  **Suggested key questions:** | |
|  | **I am learning how to use computers to draw and write.**  **Skills to focus on:**   * Know that text and images should communicate information clearly. * Know that images and text can be inserted into a digital device. * Know that changing the font, size and colour of text can make it easier to read. * Know how to use a digital device to take a photograph. * Know how to use the shift, spacebar and delete keys.   **CONCEPTS:**  Word Processing and Functional Skills  **Suggested key questions:** | **I am learning how to use computers to create audio visual presentations.**  **Skills to focus on:**   * Know that adding audio to an image can make it more interesting. * Know that voices can be recorded and played back using a digital device. * Know how to animate a picture. * Know how to play back an animation. * Know how to record the movements made on a screen and play them back.   **CONCEPTS:**  Creating Digital Content  **Suggested key questions:** | **I am learning how to use computers to organise data into pictograms.**  **Skills to focus on:**   * Know that objects can be sorted into different groups. * Know that pictograms can be used to answer questions about data. * Know that data in digital pictograms can be changed easily. * Know how to label objects. * Know how to explain how objects have been grouped. * Know how to create a digital pictogram.   **CONCEPTS:**  Data and Information  **Suggested key questions:** | | **I am learning what technology is and how can we use it.**  **Skills to focus on:**   * Know that technology can help us. * Know and can name examples of technology. * Know that a keyboard is used for typing letters and numbers. * Know how to type my name using a tablet keyboard. * Know how to tap a screen on an iPad to make something happen.   **CONCEPTS:**  Computers and Networks  **Suggested key questions:** | | **I am learning to use computers to control sounds.**  **Skills to focus on:**   * Know that sounds can be recorded. * Know that sounds can be arranged to create tracks. * Know how to make a rhythmic pattern using a music app. * Know how to record and save sounds. * Know how to use recorded sounds in a music editing app.   **CONCEPTS:**  Creating Digital Content  **Suggested key questions:** | **I am learning an introduction to controlling moving robots using programs.**  **Skills to focus on:**   * Know that predictions can be made about what might happen. * Know that a command is an instruction for controlling a robot. * Know that robots can follow a sequence of instructions. * Know how to run a command. * Know how to follow a series of instructions. * Know how to program a robot to follow instructions.   **CONCEPTS:**  Programming  **Suggested key questions:** |
|  | *KEY VOCABULARY:*  **Drag and drop, Double-Click, Drag, Drop, Bug, Debugging, Program** | | *KEY VOCABULARY:*  **Loop, repeat** | | | | *KEY VOCABULARY:*  **Loop, repeat, event** | |
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**RE**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Y1 | **I am learning about Christianity (God).**  **Skills to focus on:**   * I can discuss why Christians say that God is a father. * I can suggest rituals or items for prayer.   **CONCEPT:**  God  **Suggested key questions:**  Why do Christians say that God is a ‘Father’? | **I am learning about Christianity (Jesus).**  **Skills to focus on:**   * I can retell simple nativity story. * I can say how the characters welcomed Jesus.   **CONCEPT:**  Leaders  **Suggested key questions:**  Why is Jesus special to Christians? | **I am learning how about Islam.**  **Skills to focus on:**   * I can explain that Muslims believe in one God. * I can discuss that Muslims believe in God as creator, and they must care for the planet.   **CONCEPTS:**  God  **Suggested key questions:**  How might beliefs about creation affect the way people treat the world? | **I am learning about Judaism.**  **Skills to focus on:**   * I can give an example of a key belief i.e. one God or a story about Noah/ Abraham. * I can talk about trusting God to keep his promise.   **CONCEPTS:**  God  **Suggested key questions:**  Why might some people put their trust in God? | **I am learning about Hindu Dharma.**  **Skills to focus on:**   * I can explain Hindus believe in one God in many forms. * I can explain how Hindus use the murtis (Gods) in worship.   **CONCEPTS:**  God  **Suggested key questions:**  What do Hindus believe about God? | **I am learning about Christianity (Church).**  **Skills to focus on:**   * I can discuss what happens at Baptism/ Christening. * I can explain belonging to the church family.   **CONCEPTS:**  Way of Life  **Suggested key questions:**  How might some people show that they ‘belong’ to God? |
|  | *KEY VOCABULARY:*  **worship, prayer** | *KEY VOCABULARY:*  **nativity, Jesus** | *KEY VOCABULARY:*  **creator, Khalifah** | *KEY VOCABULARY:* | *KEY VOCABULARY:*  **Dharma, deity** | *KEY VOCABULARY:*  **baptism/christening, church** |
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**Music**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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|  | **My Musical Heartbeat** | **Dance Sing and Play!** | **Exploring Sounds** | **Learning to Listen** | **Having Fun with Improvisation** | **Let’s Perform together!** |
|  | **Performance: Nativity** | | **Performance: Class Assembly** | | **Performance: Music Festival** | |

**PE**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | **Invasion game** Dodgeball | **Invasion game**  Tag rugby | **Invasion game**  Football | **Dance**  (Topic based) | **OAA**  Teambuilding/Teamwork | **S/F game**  Kick rounders |
|  | **Dance**  (Topic based) | **Gym**  Body awareness, jumping, travelling | **N/W game**  Tennis | **Invasion game**  Benchball | **Athletics**  (Track) | **Athletics**  (Field) |

**PSHCE**

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|  | Autumn | | Spring | | Summer | |
| **Year 1** | Being Me in My World  In this theme children will learn about feeling special and safe. They will learn about belonging and how they belong to a class, and school. Learners will develop an understanding of the impact that their behaviour has on others. They will talk about rewards and feeling proud. They will discuss how they can keep themselves and other safe. | Celebrating Difference  The purpose of this unit is to enable learners to be able to discuss similarities and differences between themselves and their peers. Learners will gain an understanding of what bullying is and how they might feel if they were being bullied. Learners will develop the skills to make a new friend. | Dreams and Goals  The aim of this unit is to support children to identify what they are successful in, and what they want to achieve. Learners will develop the skills to work collaboratively with a partner. Learners will begin to develop the skills they need to overcome a challenge and to recognise when they feel proud of themselves.  They will recognise the feelings of success. | Healthy Me  Within this unit, learners will develop an understanding of what choices they can make that will help them to stay healthy. They will learn about keeping clean, and safety with household items. The importance of road safety.  Begin to understand the link between health and happiness. | Relationships  In this theme, learners will reflect on how it feels to belong to a family and be able to discuss about people who they care about. Learners will begin to discuss and reflect on what types of physical touch they find acceptable reflecting on how we greet others. Learners will develop in confidence and the skills to be able to praise themselves and be able to recognise and celebrate their positive qualities by reflecting on ways in which  they are a good friend. | Changing Me  In this theme, learners will begin to explore change by beginning to develop an understanding of the life cycles of humans and animals. Learners will be able to discuss how their body has changed since they were a baby. Learners will learn the correct terminology for body parts and develop an understanding of what parts of their body is private. Learners will begin to reflect on coping with change and support with  transition to Year 2. |

**Art**

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|  | **Autumn** | **Spring** | **Summer** |
|  | **Artist -Jackson Pollock**   * Name all colours used in their work. * Mixing colours to make new colours. * Apply colour using different tools. * Develop imprinted images onto paper using a range of tools. * Find collections of colours (colour wheel – observe and discuss do not make) DISCRETE. | **Artist - LS Lowry**   * Observe and draw simple landscapes. * Extend to a variety of drawing tools and explore different textures with these tools. * Observe simple anatomy such as faces and limbs. | **Artist – Takashi Murakami**   * Observe and create simple patterns. * Create simple collages using a range of materials and textiles. * Create simple, repeating and interesting patterns. * Develop an awareness and discuss different patterns by artists and create repeating simple patterns using symmetry. |

**DT**

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|  | **Autumn** | **Spring** | **Summer** |
|  | **DT Strand: Texture**   * Create simple weaving products and samples. * Sort materials according to specific qualities. * Know and recognise how textiles create products. * Use materials to make a known object for purpose. | **DT Strand: Form/Cooking & Nutrition**   * Use a range of basic skills to prepare a simple dish for purpose. | **DT Strand: Form**   * Use materials to make a known object for purpose. * Make simple constructions with a range of materials. Create these products for purpose using a range of techniques * Carve, pinch and roll coils and slabs using modelling media. **(Printing)** * Make simple joins on a product using cutting, shaping, joining and finishing. |
| **Suggested materials**  Wheels & Axles |