

St. Anne (Stanley) C of E Primary School – Year1 Curriculum Map 2020-2021

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
English	<p>Fiction: ‘Class Two at The Zoo’ by Julia Jarman</p> <p>Fiction: ‘Who’s Our New Teacher’ by Jeanne Willis</p> <p>Fiction: ‘Aarrgh Spider’ by Lydia Monks</p> <p>Literacy (Reading): Reading and comprehending simple sentences; using phonic knowledge to decode regular words and reading them aloud accurately; reading some common irregular words and demonstrating understanding when talking with others about what they have read.</p> <p>Literacy (Writing): Using their phonic knowledge to write</p>	<p>Poetry: The Sound Collector by Roger McGough</p> <p>Fiction: My Christmas Star</p> <p>Literacy (Reading): Reading and comprehending simple sentences; using phonic knowledge to decode regular words and reading them aloud accurately; reading some common irregular words; and demonstrating understanding when talking with others about what they have read.</p> <p>Literacy (Writing): Using their phonic knowledge to write</p>	<p>Fiction: Little Red Riding Hood</p> <p>Fiction: Snow White and the Seven Dwarfs</p> <p>Fiction: Mary and the Twelve Months</p> <p>Literacy (Reading): Reading and comprehending simple sentences; using phonic knowledge to decode regular words and reading them aloud accurately; reading some common irregular words and demonstrating understanding when talking with others about what they have read.</p>	<p>Non-Fiction: ‘The Big Cat Report’</p> <p>Fiction: Wombat Goes Walkabout by Michael Morpurgo</p> <p>Literacy (Reading): Reading and comprehending simple sentences; using phonic knowledge to decode regular words and reading them aloud accurately; reading some common irregular words; and demonstrating understanding when talking with others about what they have read.</p> <p>Literacy (Writing): Using their phonic knowledge to write</p>	<p>Fiction: The Way Back Home by Oliver Jeffers</p> <p>Non-Fiction: Sample Letters Prepared by Class Teacher</p> <p>Literacy (Reading): Reading and comprehending simple sentences; using phonic knowledge to decode regular words and reading them aloud accurately; reading some common irregular words; and demonstrating understanding when talking with others about what they have read.</p>	<p>Fiction: Grandad’s Island by Benji Davis</p> <p>Non-Fiction: Plundering Pirates Report</p> <p>Literacy (Reading): Reading and comprehending simple sentences; using phonic knowledge to decode regular words and reading them aloud accurately; reading some common irregular words; and demonstrating understanding when talking with others about what they have read.</p> <p>Literacy (Writing): Using their phonic</p>

	<p>others about what they have read.</p> <p>Literacy (Writing): Using their phonic knowledge to write words in ways which match their spoken sounds; writing some irregular common words; writing simple sentences which can be read by themselves and others (some words are spelt correctly and others are phonetically plausible).</p>	<p>words in ways which match their spoken sounds; writing some irregular common words; writing simple sentences which can be read by themselves and others (some words are spelt correctly and others are phonetically plausible).</p>	<p>Literacy (Writing): Using their phonic knowledge to write words in ways which match their spoken sounds; writing some irregular common words; writing simple sentences which can be read by themselves and others (some words are spelt correctly and others are phonetically plausible).</p>	<p>words in ways which match their spoken sounds; writing some irregular common words; writing simple sentences which can be read by themselves and others (some words are spelt correctly and others are phonetically plausible).</p>	<p>Literacy (Writing): Using their phonic knowledge to write words in ways which match their spoken sounds; writing some irregular common words; writing simple sentences which can be read by themselves and others (some words are spelt correctly and others are phonetically plausible).</p>	<p>knowledge to write words in ways which match their spoken sounds; writing some irregular common words; writing simple sentences which can be read by themselves and others (some words are spelt correctly and others are phonetically plausible).</p>
<p>Mathematics</p>	<p>Number: Place Value (Within 10)</p> <p>Number: Addition and Subtraction (within 10)</p> <p>Mathematics (Number): Counting reliably with numbers from one to 20, placing</p>	<p>Number: Addition and Subtraction (within 10)</p> <p>Geometry: Shape</p> <p>Number: Place Value (within 20)</p> <p>Mathematics (Shape, Space and Measure):</p>	<p>Number: Addition and Subtraction (within 20)</p> <p>Number: Place Value (within 50)</p> <p>Mathematics (Number): Counting reliably with numbers from one to 20, placing</p>	<p>Measurement: Length and Height</p> <p>Measurement: Weight and Volume</p> <p>Mathematics (Shape, Space and Measure):</p>	<p>Number: Multiplication and Division</p> <p>Number: Fractions</p> <p>Geometry: Position and Direction</p> <p>Mathematics (Number): Counting reliably with numbers from</p>	<p>Number: Place Value (within 100)</p> <p>Measurement: Money</p> <p>Measurement: Time</p> <p>Mathematics (Shape, Space and Measure):</p>

	<p>them in order and saying which number is one more or one less than a given number; using quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer.</p>	<p>Using everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems; recognising, creating and describing patterns; exploring characteristics of everyday objects and shapes and using mathematical language to describe them.</p>	<p>them in order and saying which number is one more or one less than a given number; using quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer; and solving problems, including doubling, halving and sharing.</p>	<p>Using everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems; recognising, creating and describing patterns; exploring characteristics of everyday objects and shapes and using mathematical language to describe them.</p>	<p>one to 20, placing them in order and saying which number is one more or one less than a given number; using quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer; and solving problems, including doubling, halving and sharing.</p>	<p>Using everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems; recognising, creating and describing patterns; exploring characteristics of everyday objects and shapes and using mathematical language to describe them.</p>
Science	Parts of Animals	Seasonal Changes	Everyday Materials	Types of Animals including Humans	Plants	Working Scientifically
Religious Education	Harvest Around the World	The Creation and Christmas	Gifts and Gift Bringers	Easter – Celebrating New life	Jesus was Special	Baptism

P.S.H.E & Citizenship	Health and Well-being	Drugs and Alcohol	Relationships	S.R.E.	Living in the Wider World	Economic Awareness
Geography	Our school locality What is it like where we live?		The U.K. (Countries, capital cities and seas) What will we see on our journey around the UK? (Contrast a city in the UK with a non-European City)		Our World Continents & Oceans (hot and cold areas of the world) Where do our favourite animals live?	
History		What was life like when our grandparents were children? (Changes within Living Memory)		Who are our local heroes? (Significant Local People in History)		How did our grandparents have fun at the seaside? (Compare Aspects of Life in Different Periods)
Art	Skills – Drawing and Painting Renata Bernal		Landscapes using Different Media – Painting Vincent Van Gogh		Sculpture Louise Bourgeois	
Design & Technology	Preparing fruit and vegetables	Mechanisms – Wheels & Axles	Preparing fruit and vegetables	Mechanisms Sliders & Levers	Preparing fruit and vegetables	
Computing	Pupils will learn how to login and shut down a computer accurately and	Pupils will learn how to use a word processing program to write and format text.	Pupils will learn what an algorithm is and apply it to both off-computer	Pupils will program a physical device such as a Beebot, and compare it with programming	In the unit, pupils will explore how to transfer physical data from a tally chart into a digital	Pupils will consider a variety of ways to present cross curricular information

	begin to understand the importance of a password. They will develop keyboard and mouse skills.	They will add in digital images and consider the audience for their work.	(unplugged) and on computer tasks.	on screen versions of the devices. They will build upon their knowledge of algorithms from Unit 1.3.	pictogram. They will compare the difference with creating a physical pictogram	digitally, and compare the advantages and disadvantages with paper based content.
Music	Duration	Tempo	Dynamics	Exploring pitch	Exploring timbre and sounds	Exploring scales and notation
P.E.	Multi-skills and Games	Dance and Gymnastics	Multi-skills and Games	Athletics	Multi-skills and Games	Games and Orienteering