St. Anne (Stanley) C of E Primary School – Year 1 Curriculum Map 2021-2022

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| TERM | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 1 |
| English | **Fiction: ‘Class Two at The Zoo’ by Julia Jarman****Fiction: ‘Who’s Our New Teacher’ by Jeanne Willis****Fiction: ‘Aarrgh Spider’ by Lydia Monks** ***Literacy (Reading):*** Reading and comprehending simple sentences; using phonic knowledge to decode regular words and readingthem aloud accurately; reading some commonirregular words; and demonstrating understanding when talking with others about what they have read.***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 andothers (some words are spelt correctly and others arephonetically plausible).  | **Poetry: The Sound Collector by Roger McGough****Fiction: My Christmas Star*****Literacy (Reading):*** Reading and comprehending simple sentences; using phonic knowledge to decode regular words and readingthem aloud accurately; reading some commonirregular words; and demonstrating understanding when talking with others about what they have read.***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 andothers (some words are spelt correctly and others arephonetically plausible). | **Fiction: Little Red Riding Hood****Fiction: Snow White and the Seven Dwarfs****Fiction: Mary and the Twelve Months*****Literacy (Reading):*** Reading and comprehending simple sentences; using phonic knowledge to decode regular words and readingthem aloud accurately; reading some commonirregular words; and demonstrating understanding when talking with others about what they have read.***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 andothers (some words are spelt correctly and others arephonetically plausible). | **Non-Fiction: ‘The Big Cat Report’****Fiction: Wombat Goes Walkabout by Michael Morpurgo*****Literacy (Reading):*** Reading and comprehending simple sentences; using phonic knowledge to decode regular words and readingthem aloud accurately; reading some commonirregular words; and demonstrating understanding when talking with others about what they have read.***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 andothers (some words are spelt correctly and others arephonetically plausible). | **Fiction: The Way Back Home by Oliver Jeffers** **Non-Fiction: Sample Letters Prepared by Class Teacher*****Literacy (Reading):*** Reading and comprehending simple sentences; using phonic knowledge to decode regular words and readingthem aloud accurately; reading some commonirregular words; and demonstrating understanding when talking with others about what they have read.***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 andothers (some words are spelt correctly and others arephonetically plausible). | **Fiction: Grandad’s Island by Benji Davis** **Non-Fiction: Plundering Pirates Report*****Literacy (Reading):*** Reading and comprehending simple sentences; using phonic knowledge to decode regular words and readingthem aloud accurately; reading some commonirregular words; and demonstrating understanding when talking with others about what they have read.***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 andothers (some words are spelt correctly and others arephonetically plausible). |
|  Mathematics | Number: Place Value (Within 10)Number: Addition and Subtraction (within 10) | Number: Addition and Subtraction (within 10)Geometry: ShapeNumber: Place Value (within 20) | Number: Addition and Subtraction (within 20) Number: Place Value (within 50) | Measurement: Length and Height Measurement: Weight and Volume | Number: Multiplication and Division Number: FractionsGeometry: Position and Direction  | Number: Place Value (within 100)Measurement: MoneyMeasurement: Time  |
| Science | **Animals Including Humans**(Parts of Animals/ Identifying, Naming and Classifying Animals) | **Plants**(Parts of Plants) | **Everyday Materials**(Properties of Materials) | **Everyday Materials**(Properties of Materials) | **Seasonal Changes**(Changed Across the Seasons) | **Seasonal Changes**(Weather & Day Length) |
| Religious Education | Harvest around the world | The Creation and Christmas | Christmas gifts and gift bringers | Easter-celebrating new life | Jesus was special | Baptism |
| P.S.H.E & Citizenship | Health and well being | Drug and alcohol | Relationships | Sex Education Lessons | Living in the wider world | Economic awareness |
| Geography | Our School and Localityincluding fieldwork |  | The UK (countries, capital cities and seas) |  | Our World (continents and oceans; hot and cold areas of the world) |  |
| History |  | What was life like when our grandparents were children? (changes within living memory) |  | Who are our local heroes? (Significant people in history) |  | How did our grandparents have fun at the seaside? (local History |
| Art | Skills:Drawing, Painting, Craft - Printing |  | Landscapes Using Different Media |  | Sculptures and Collages |  |
| Design & Technology |  | Mechanisms (wheels and axles) |  | Mechanisms (sliders and levers) |  | Food and Nutrition; Preparing fruit and vegetables |
| Computing | Creating electronic games | Giving instructions to floor turtles and on screen sprites. Create algorithms | Creating pictograms and bar charts. Recording data in alternative forms | E-Safety issues. Creating own Avatar and profile | Producing a talking poster, advert or leaflet and Factfile Powerpoint | Creating digital art and talking collages |
| Music | Exploring DurationExploring long and short sounds[Duration y1](file:///%5C%5Csmithswood08%5Cwork%5CCurriculum%5CSmith%27s%20Wood%20Primary%20Academy%20Curriculum%5CMusic%5Cplans%20yr6-nsy%5Cyear%201%5CYr1%20Duration.doc) | TempoExploring speed in musicExploring rhythm and pulse[Tempo y1](file:///%5C%5Csmithswood08%5Cwork%5CCurriculum%5CSmith%27s%20Wood%20Primary%20Academy%20Curriculum%5CMusic%5Cplans%20yr6-nsy%5Cyear%201%5CYr1%20%20Tempo.doc) | DynamicsExploring loud and soft[Dynamics y1](file:///%5C%5Csmithswood08%5Cwork%5CCurriculum%5CSmith%27s%20Wood%20Primary%20Academy%20Curriculum%5CMusic%5Cplans%20yr6-nsy%5Cyear%201%5Cyear%201%20Dynamics.doc) | Taking off 1Exploring pitchSongs and melodiesExploring high and low [Pitch y1](file:///%5C%5Csmithswood08%5Cwork%5CCurriculum%5CSmith%27s%20Wood%20Primary%20Academy%20Curriculum%5CMusic%5Cplans%20yr6-nsy%5Cyear%201%5CYr1%20%20Pitch.doc) | Exploring soundsExploring timbre and soundsExploring timbre | Basic recorder skillsExploring scales and notation[Basic recorder skills](file:///%5C%5Csmithswood08%5Cwork%5CCurriculum%5CSmith%27s%20Wood%20Primary%20Academy%20Curriculum%5CMusic%5Cplans%20yr6-nsy%5Cyear%202%5CBasic%20Recorder%20skills.doc) |
| P.E. | Games and Multi-skills  | Multi skills (2) Dance | FitnessGymnastics | Games (Team games 1)Multi Skills | Games (Team games 2)Athletics | Games (bat and ball skills)Yoga |