St. Anne (Stanley) C of E Primary School – Year 1 Curriculum Map 2023-2024

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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: ‘Aarrgh Spider’ by Lydia Monks**  ***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.  ***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). | **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 reading  them aloud accurately; reading some common  irregular 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 and  others (some words are spelt correctly and others are  phonetically 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 reading  them aloud accurately; reading some common  irregular 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 and  others (some words are spelt correctly and others are  phonetically 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 reading  them aloud accurately; reading some common  irregular 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 and  others (some words are spelt correctly and others are  phonetically plausible). | **Fiction: The Way Back Home by Oliver Jeffers**  **Non-Fiction: Letters**  **The Jolly Postman by Janet and Alan Ahlberg**  ***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.  ***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). | **Fiction: Grandad’s Island by Benji Davis**  **Non-Fiction: DK Pirates**  **Non-Chronological Report**  ***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.  ***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). |
| Mathematics | - Number: Place Value (within 10)  - Number: Addition and Subtraction (within 10) | Number: Addition and Subtraction (within 10)  - Geometry: Shape  - Consolidation | - Number: Place Value (within 20)  - Number: Addition and Subtraction (within 20)  - Number: Place Value within 50 | - Number: Place Value within 50  - Measurement: Length & Height  - Measurement: Mass & Volume | - Number: Multiplication & Division  - Number: Fractions  - Geometry: Position & Direction | - Number: Place Value within 100  - Measurement: Money  - Measurement: Time  - Consolidation |
| Science | **Animals Including Humans**  (Parts of Animals/ Identifying, Naming and Classifying Animals) | **Everyday Materials**  (Properties of Materials) | **Everyday Materials**  (Properties of Materials) | **Plants**  (Parts of Plants) | **Seasonal Changes**  (Change 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 Locality  including 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 Duration  Exploring long and short sounds  [Duration y1](file:///\\smithswood08\work\Curriculum\Smith's%20Wood%20Primary%20Academy%20Curriculum\Music\plans%20yr6-nsy\year%201\Yr1%20Duration.doc) | Tempo  Exploring speed in music  Exploring rhythm and pulse  [Tempo y1](file:///\\smithswood08\work\Curriculum\Smith's%20Wood%20Primary%20Academy%20Curriculum\Music\plans%20yr6-nsy\year%201\Yr1%20%20Tempo.doc) | Dynamics  Exploring loud and soft  [Dynamics y1](file:///\\smithswood08\work\Curriculum\Smith's%20Wood%20Primary%20Academy%20Curriculum\Music\plans%20yr6-nsy\year%201\year%201%20Dynamics.doc) | Taking off 1  Exploring pitch  Songs and melodies  Exploring high and low  [Pitch y1](file:///\\smithswood08\work\Curriculum\Smith's%20Wood%20Primary%20Academy%20Curriculum\Music\plans%20yr6-nsy\year%201\Yr1%20%20Pitch.doc) | Exploring sounds  Exploring timbre and sounds  Exploring timbre | Basic recorder skills  Exploring scales and notation  [Basic recorder skills](file:///\\smithswood08\work\Curriculum\Smith's%20Wood%20Primary%20Academy%20Curriculum\Music\plans%20yr6-nsy\year%202\Basic%20Recorder%20skills.doc) |
| P.E. | Games and Multi-skills | Multi skills (2) Dance | Fitness  Gymnastics | Games (Team games 1)  Multi Skills | Games (Team games 2)  Athletics | Games (bat and ball skills)  Yoga |