



Year 1 Curriculum Map



White Rose maths and NCETM Mastery						
Maths	<p>Number - place value</p> <p>read and write numbers from 1 to 10 in numerals and words</p> <p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>given a number, identify 1 more and 1 less</p> <p>Geometry - properties of shape, position and direction</p> <p>recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p>	<p>Number - addition and subtraction</p> <p>represent and use number bonds and related subtraction facts within 10</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>Measurement - time</p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years</p>	<p>Number - place value</p> <p>read and write numbers from 1 to 20 in numerals and words</p> <p>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>given a number, identify 1 more and 1 less</p> <p>Number - addition and subtraction</p> <p>add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p> <p>Measure - mass/weight</p> <p>Compare mass/weight [for example, heavy/light, heavier than, lighter than]</p> <p>Measure and begin to record mass/weight</p>	<p>Measurement - length and height</p> <p>Compare lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</p> <p>Measure and begin to record lengths and heights</p> <p>Number - place value</p> <p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in</p> <p>Number - count in multiples of 2s, 5s and 10s</p>	<p>Measure - money</p> <p>recognise and know the value of different denominations of coins and notes</p> <p>count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>add and subtract one-digit and two-digit numbers to 20, including 0</p> <p>Number - multiplication and division</p> <p>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p>They make connections between arrays, number patterns, and counting in 2s, 5s and 10s.</p> <p>Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities;</p> <p>Measurement - time tell the time to the hour and half past the hour and</p>	<p>Number - fractions</p> <p>recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p> <p>Geometry -position and direction describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p>Measure - volume Compare capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p> <p>Measure and begin to record capacity and volume</p>



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					draw the hands on a clock face to show these times	
					compare time [for example, quicker, slower, earlier, later]	
Kapow						
Art	<p>Make your mark (Autumn 1) Pupils should be taught:</p> <ul style="list-style-type: none"> to use drawing and share their ideas and imagination to develop a wide range of art and design techniques in using colour, pattern, line and shape about the work of a range of artists and making links to their own work. Kandinsky. <p>To create a face/human in the style of Kandinsky (2d shape and science body parts/senses link)</p> <p>Music link - Debussy's 'La Mer' Waves session is taught the same week as Columbus, Manfish and links to animals under the sea. Observational drawing link to Christmas</p>	<p>Craft and design: woven wonders (Spring 1) Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture about the work of a range of craft makers (Judith Scott) and making links to their own work. <p>To create a castle using: knots, wrapping, cutting, threading and weaving</p>	<p>Sculpture and 3D model (Summer 1) Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use sculpture to develop and share their ideas and imagination to develop a wide range of art and design techniques in using colour, shape, form and space about the work of a range of designers and making links to their own work. Samantha Stephenson. <p>To create a plant of life in the style of Stephenson (3d shape and science plant link)</p>			
	Kapow					
DT	<p>Mechanism (Wheels and axles) Autumn 2 When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> Explain that wheels move because they are attached to an axle. Recognise that wheels and axles are used in everyday life, not just in cars. Identify and explain vehicle design flaws using the correct vocabulary. Design a vehicle that includes functioning wheels, axles and axle holders. Make a moving vehicle with working wheels and axles. Explain what must be changed if there are any operational issues. <p>To create a mode of transport for an explorer (Topic link)</p>	<p>Textiles - puppets (Spring 2) When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, joining and finishing] select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics <p>Evaluate</p>	<p>Cooking and Nutrition (Summer 2) When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design appealing products for themselves based on design criteria generate and communicate their ideas through talking and drawing <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting and juicing] select from and use a wide range of materials and components, including ingredients, according to their characteristics <p>Evaluate</p>			



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		<ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable <p>To create a puppet (English link to traditional tales/history link to castles, knights, princesses and dragons)</p>	<ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>To create a smoothie (geography local area link and maths money link as well as capacity)</p>
Kapow			
Music	<p>Tempo - Snail and mouse (Autumn 2) Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with sounds <p>Science and geography animal link</p>	<p>Rhythm - fairytales (Spring 2) Pupils should be taught to:</p> <ul style="list-style-type: none"> Chant in time with others. Make changes to the dynamics (volume) of their voice to represent a character. Respond to hand signals when playing an instrument. Choose a suitable sound to represent a point in the story. Read simple rhythmic patterns comprising one beat sounds and one beat rests. Clap or play a rhythmic pattern along with spoken words. Play given sound patterns in time with the pulse. Follow instructions during a performance. Join in with repeated phrases using a character voice. <p>Linked to English - traditional tales.</p>	<p>Dynamics - seaside (Summer 2) Pupils should be taught to:</p> <ul style="list-style-type: none"> Use appropriate, justified movements to represent dynamics. Identify sounds within the music and describe them using adjectives. Recreate sounds using voice or body and extend ideas by adding dynamics. Create appropriate, original sounds with their voice and body. Use instruments to create loud and soft sounds. Justify instrument and sound choices. Follow instructions during a performance. Create and play a musical score that showcases understanding by using dynamic symbols. <p>Geography local area link</p>
Teach Computing			
Computing	<p>Computing Systems and Networks: Technology Around Us (Autumn 1) Recognising technology in school and using it responsibly.</p> <p>Online Safety link (safer Internet Day - February)</p>	<p>Creative Media: Digital Painting (Spring 1) Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</p> <p>Art (Kandinsky) link, 2d shape and science body part link</p>	<p>Programming: Moving a Robot (Summer 1) Writing short algorithms and programs for floor robots, and predicting program outcomes.</p> <p>Geography local area link</p>
Seasonal changes			
<p>Pupils should be taught to: observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies.</p> <p>Physical Geography</p> <p>identify seasonal and daily weather patterns in the United Kingdom W/S gathering and recording data to help in answering questions.</p>			



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Science	Animals incl humans	Every day materials –	Plants
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsidentify and name a variety of common animals that are carnivores, herbivores and omnivoresdescribe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>KQ1: what are the main parts of the human body? KQ2: why do we have eyes? KQ3: why do we have ears? KQ4: why do we have a tongue? KQ5: why do we have skin? KQ6: why do we have a nose?</p> <p>KQ7: how can we group animals? KQ8: what is the difference between a wild animal and a pet? KQ9: what is a mammal? KQ10: what is a bird? KQ11: what is fish? KQ12: what is a reptile? KQ13: what is an amphibian?</p> <p>W/S Pupils might work scientifically by: using their <u>observations</u> to compare and contrast animals at first hand or through videos and photographs, describing how they <u>identify and group them</u>; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">distinguish between an object and the material from which it is madeidentify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rockdescribe the simple physical properties of a variety of everyday materialscompare and group together a variety of everyday materials on the basis of their simple physical properties.Pupils should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.Pupils should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. <p>KQ1: what can objects be made from and how would I describe them? KQ2: what can be made from wood? KQ3: what can be made from plastic? KQ4: what can be made from glass? KQ5: what can be made from metal? KQ6: how can I group materials? KQ7: how can I compare materials? KQ8: what is the BEST material for the 3 little wolves use to build a house?</p> <p>W/S Pupils might work scientifically by: performing <u>simple tests</u> to explore <u>questions</u>, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?'</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">identify and name a variety of common wild and garden plants, including deciduous and evergreen treesidentify and describe the basic structure of a variety of common flowering plants, including trees.They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem). <p>KQ1: what do seeds grow to be? KQ2: what are the parts of a plant? KQ3: what are the parts of a tree? KQ4: what is the difference between an evergreen and deciduous tree? KQ5: what is a fruit? KQ6: what is a vegetable? KQ7: what do plants need to grow?</p> <p>W/S Pupils might work scientifically by: <u>observing closely</u>, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might <u>keep records</u> of how plants have changed over time,</p>



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KeyStage History and PlanBee						
<p>Topic (History and Geography)</p>	<p>Animals and their habitats - where do our favourite animals live? PLANBEE ANIMALS AROUND THE WORLD.</p> <p>name and locate the world's seven continents and five oceans</p> <p>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation</p> <p>use world maps, atlases and globes to identify continents and oceans studied at this key stage</p> <p>KQ1: what are the continents and where in the world are they? KQ2: What are the Oceans of the world? KQ3: Where are the hot and cold places in the world? KQ4: what is India like? KQ5: what is the South Pole like? KQ6: What are the seasons? What is autumn like?</p> <p>Science animals link</p>	<p>The greatest explorers:</p> <p>NC Objectives: Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.</p> <p>KQ1: when did Christopher Columbus live and what did he want to do? KQ2: what did Christopher Columbus discover? KQ3: What did Scott and Amundsen race to do? KQ4: Why do we remember Neil Armstrong? KQ5: What was the moon landing like? KQ6: What is Felicity Aston famous for?</p> <p>Geography local area link</p>	<p>Castles</p> <p>NC Objectives: Pupils should be taught about events beyond living memory that are significant nationally or globally (The Battle of Hastings). Pupils should be taught about significant historical events, people and places in their own locality (Norwich and Framlingham Castles), name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - look at castles on the 4 countries</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>use world maps, atlases and globes to identify continents and oceans studied at this key stage</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (such as castles, moats, hills, rivers etc)</p> <p>KQ1: Who built the first castles in the UK and why? KQ2: What type of castles did the Normans build and why?</p>	<p>People and their communities - where do these people live? DIFFERENT UNIT TITLE</p> <p>KQ1: why is the UK called the UK? KQ2: what is England like? KQ3: what is Ireland like? KQ4: what is Scotland like? KQ5: what is Wales like? KQ6: what is an ocean? KQ7: where are the world's oceans?</p> <p>History, DT link</p>	<p>Toys through time</p> <p>NC Objectives: Pupils should be taught about changes within living memory.</p> <p>KQ1: What are our toys like today? KQ2: What are other people's toys like? KQ3: How can we tell these toys are old? KQ4: What were our grandparents' toys like and how do we know? KQ5: Who played with these toys a long time ago? KQ6: How can we set up a Toy Museum?</p> <p>Geography local area link</p>	<p>Our local area - what is it like where we live?</p> <p>key human features, including: town, village, factory, farm, house, office, port, harbour and shop</p> <p>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</p> <p>devise a simple map; and use and construct basic symbols in a key</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>KQ1: What is our school like? KQ2: what is Blundeston (village) like? KQ3: what is Lowestoft (town) like? KQ4: what are the human features of Blundeston? KQ5: what are the physical features of Blundeston? KQ6: Can you use direction and compass points to describe a route through Blundeston?</p>



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			<p>KQ3: Why were castles designed in the way they were?</p> <p>KQ4: Who lived in medieval castles?</p> <p>KQ5: What was life like for the poor in medieval times?</p> <p>KQ6: How has the use of Norwich Castle changed over time?</p> <p><i>Geography local area link</i></p>			
GetSet4PE						
PE	Multi -Skills Imaginary Adventure Dance Animals <i>science/music/geography link</i>		Dance Traditional Tales <i>History/Music/English link</i> Gymnastics Controlled Body Movements		Games Balls Skills Controlling, Kicking, Throwing and Catching Athletics Preparing for Sports Day	
Kapow and Project Evolve for Online Safety (linked to classes needs)						
	Intro lessons	Families and Friendships	Health and well being	Safety and changing body	Citizenship	Economic well being
PSHE/ Online Safety	Setting ground rules	What is family? What are friendships? Friendship problems Healthy friendships Gender stereotypes	Understanding emotions Ready for bed Handwashing and hygiene Sun safety Allergies	Adults in school Adult out of school Making an emergency call Appropriate contact Safety with substances	Rules Similar yet different	What is money? Saving and spending
RE	Christianity: Why is belonging to God and the church family important to Christians?	Judaism: Why is learning to do good deeds so important to Jewish people?	Christianity: How does celebrating Pentecost remind Christians that God is with them always?	Hinduism How does a Hindu celebrate devotion to a deity at the festival of Holi?	Judaism Why do Jewish families say so many prayers and blessings?	Christianity Why do Christians pray to God and worship him?
Possible visits/Enhancements	Africa Alive, Thrigby wildlife gardens (science, geography)	Seagull Theatre - Christmas panto		Norwich Castle (History)	Beach visit (geography, music and art) Lound lakes/Carlton Marshes (geography, art, science)	Village shop (geography, money and ingredients for smoothies)