



# Year 1 Curriculum Map 2022-2023

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Phonics</b> <i>(Sounds Write Programme)</i>	Extended Code Units 1-4	Extended Code Units 5-8	Extended Code Units 8-13	Extended Code Units 13-17	Extended Code Units 17-21	Extended Code Units 21-25
<b>English</b>	<p><b>Handwriting</b></p> <p><b>Reading</b></p> <p><b>a) Word Reading</b></p> <ul style="list-style-type: none"> <li>Developing fluency through practice using decodable books, compatible with phonics programme (including take home books)</li> </ul> <p><b>Curricular texts:</b> Fairy Tales</p> <p><b>b) Comprehension</b></p> <ul style="list-style-type: none"> <li>Developing vocabulary and understanding, becoming familiar with key stories, re-telling them and joining in with predictable phrases.</li> <li>Discussing the significance of the events</li> </ul> <p><b>c) Writing</b></p> <ul style="list-style-type: none"> <li>Forming letters correctly, saying out loud what they will write about, composing a sentence orally before writing it</li> <li>Sequencing sentences to form short narratives</li> </ul>	<p><b>Handwriting</b></p> <p><b>Reading</b></p> <p><b>a) Word Reading</b></p> <ul style="list-style-type: none"> <li>Developing fluency through practice using decodable books, compatible with phonics programme (including take home books)</li> </ul> <p><b>Curricular texts:</b> Stories from other cultures/Christmas Story</p> <p><b>b) Comprehension</b></p> <ul style="list-style-type: none"> <li>Developing vocabulary and understanding, becoming familiar with key stories, re-telling them and joining in with predictable phrases.</li> <li>Discussing the significance of the events</li> </ul> <p><b>c) Writing</b></p> <ul style="list-style-type: none"> <li>Forming letters correctly, saying out loud what they will write about, composing a sentence orally before writing it</li> <li>Sequencing sentences to form short narratives</li> </ul>	<p><b>Handwriting</b></p> <p><b>Reading</b></p> <p><b>a) Word Reading</b></p> <ul style="list-style-type: none"> <li>Developing fluency through practice using decodable books, compatible with phonics programme (including take home books)</li> </ul> <p><b>Curricular texts:</b> Poetry</p> <p><b>b) Comprehension</b></p> <ul style="list-style-type: none"> <li>Learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings.</li> <li>Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary</li> </ul> </li> <li>Checking that the text makes sense to them as they read</li> </ul>	<p><b>Handwriting</b></p> <p><b>Reading</b></p> <p><b>a) Word Reading</b></p> <ul style="list-style-type: none"> <li>Developing fluency through practice using decodable books, compatible with phonics programme (including take home books)</li> </ul> <p><b>Curricular texts:</b> The Tale of Peter Rabbit</p> <p><b>b) Comprehension</b></p> <ul style="list-style-type: none"> <li>Learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings.</li> <li>Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary</li> </ul> </li> <li>Checking that the text makes sense to them as they read</li> </ul>	<p><b>Handwriting</b></p> <p><b>Reading</b></p> <p><b>a) Word Reading</b></p> <ul style="list-style-type: none"> <li>Developing fluency through practice using decodable books, compatible with phonics programme (including take home books)</li> </ul> <p><b>Curricular texts:</b> Alice in Wonderland</p> <p><b>b) Comprehension</b></p> <ul style="list-style-type: none"> <li>Making inferences based on what is being said and done</li> <li>Predicting what might happen</li> <li>Participate in discussion about what is read, taking turns and listening to what others say</li> <li>Explain their understanding of what is read</li> <li>Drawing on what they already know or on background information and vocabulary</li> </ul>	<p><b>Handwriting</b></p> <p><b>Reading</b></p> <p><b>a) Word Reading</b></p> <ul style="list-style-type: none"> <li>Developing fluency through practice using decodable books, compatible with phonics programme (including take home books)</li> </ul> <p><b>Curricular texts:</b> Non-Fiction</p> <p><b>b) Comprehension</b></p> <ul style="list-style-type: none"> <li>Making inferences based on what is being said and done</li> <li>Predicting what might happen</li> <li>Participate in discussion about what is read, taking turns and listening to what others say</li> <li>Explain their understanding of what is read</li> <li>Drawing on what they already know or on background information and vocabulary</li> </ul>

<b>English (cont.)</b>			<b>c) Writing</b> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written to check that it makes sense</li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<b>c) Writing</b> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written to check that it makes sense</li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<b>c) Writing</b> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written to check that it makes sense</li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Read aloud their writing</li> </ul>	<b>c) Writing</b> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written to check that it makes sense</li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Read aloud their writing</li> </ul>
<b>Mathematics</b> <i>(White Rose Maths)</i>	<ul style="list-style-type: none"> <li>Place value (within 10) - sort, count &amp; represent objects</li> <li>Count, read and write numbers 0-10 forwards &amp; backwards</li> <li>Count one more &amp; one less</li> <li>Compare groups using language such as: equal, more, greater, less, fewer.</li> <li>Introduce greater than/less than symbols</li> <li>Compare numbers</li> <li>Order groups of objects</li> <li>Order numbers</li> <li>Ordinal numbers (1st, 2nd, 3rd..)</li> <li>Addition &amp; subtraction (within 10)</li> <li>The number line</li> </ul>	<ul style="list-style-type: none"> <li>Recognise &amp; name 2-D &amp; 3-D shapes, sort 2-D shapes and identify patterns</li> <li>Place value (within 20)</li> <li>Place value (within 50)</li> </ul>	<ul style="list-style-type: none"> <li>Addition &amp; subtraction (within 20)</li> <li>Part/whole model</li> <li>Fact families</li> <li>Number bonds to 10</li> <li>Adding together &amp; adding more</li> <li>Finding a part</li> <li>Taking away by crossing out</li> <li>Intro to subtraction symbol</li> <li>Finding a part &amp; breaking a part</li> <li>Subtraction by counting back</li> </ul>	<ul style="list-style-type: none"> <li>Compare lengths &amp; heights</li> <li>Measure length in cm</li> <li>Introduce weight &amp; mass</li> <li>Measure and compare mass</li> <li>Introduce capacity &amp; volume</li> <li>Measure &amp; compare capacity</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication (2's, 5's &amp; 10's)</li> <li>Make &amp; add equal groups</li> <li>Make arrays</li> <li>Make doubles</li> <li>Make equal groups (grouping &amp; sharing)</li> <li>Fractions - finding half &amp; finding quarters</li> <li>Position &amp; direction - describing turns &amp; positions</li> </ul>	<ul style="list-style-type: none"> <li>Place value (within 100)</li> <li>Money - recognising coins &amp; notes</li> <li>Counting in coins</li> <li>Time - before &amp; after</li> <li>Dates</li> <li>Time to the hour</li> <li>Time to the half hour</li> <li>Writing time</li> <li>Comparing time</li> </ul>
<b>Science</b>	<b>Plants</b> <ul style="list-style-type: none"> <li>How do I plant a bean?</li> <li>What type of plants grow in the wild?</li> <li>What is the difference between deciduous and evergreen trees?</li> <li>What changes occur to a tomato plant?</li> <li>What changes have occurred to my bean plant?</li> </ul>	<b>The Animal Kingdom</b> <ul style="list-style-type: none"> <li>What is a living thing?</li> <li>What is the difference between an invertebrate and a vertebrate?</li> <li>Which animal families are vertebrates?</li> <li>Which animal families are invertebrates?</li> <li>What are the differences between mammals and birds?</li> <li>What types of foods do living things eat?</li> </ul>	<b>Types of Material</b> <ul style="list-style-type: none"> <li>What is a material?</li> <li>What are objects made from?</li> <li>How can I describe a material?</li> <li>Which materials float &amp; sink?</li> <li>Which materials are waterproof?</li> <li>Are some materials magnetic?</li> </ul>	<b>Building Things</b> <ul style="list-style-type: none"> <li>Which materials are waterproof?</li> <li>What material could I use to build a wall?</li> <li>Conducting an experiment</li> <li>Which materials can withstand strong winds?</li> <li>Conducting an experiment</li> <li>What is a mixture?</li> <li>How do trees change?</li> </ul>	<b>Seasons &amp; Change</b> <ul style="list-style-type: none"> <li>What do we know about the weather?</li> <li>How does the weather change across seasons?</li> <li>How do trees change across the seasons?</li> <li>How can you measure rainfall?</li> <li>How can we record wind direction?</li> </ul>	<b>Sound</b> <ul style="list-style-type: none"> <li>What are the five senses?</li> <li>How do we hear?</li> <li>How can we describe the pitch of sound?</li> <li>How can we make and describe sounds?</li> </ul>

<b>Topic/Humanities</b>	<b>7 Continents</b> <ul style="list-style-type: none"> <li>• What is a continent?</li> <li>• What are Europe and Australia like?</li> <li>• What is Africa like?</li> <li>• What is Asia like?</li> <li>• What are North &amp; South America like?</li> <li>• What is Antarctica like?</li> </ul>	<b>Christmas Stories</b> <ul style="list-style-type: none"> <li>• What is Christmas?</li> <li>• How is Christmas celebrated?</li> <li>• Why did the Three Wise Men share gifts with baby Jesus?</li> <li>• Why is the manger so important?</li> <li>• Where do Christians go to worship God?</li> <li>• Is everyone a Christian?</li> </ul>	<b>Countries of the World</b> <ul style="list-style-type: none"> <li>• Where is the United Kingdom?</li> <li>• What are the biggest and smallest countries of the world?</li> <li>• What are the hottest and coldest countries of the world?</li> </ul>	<b>Discovering History</b> <ul style="list-style-type: none"> <li>• What does a historian do?</li> <li>• What does an archaeologist do?</li> <li>• What are sources?</li> <li>• What are timelines?</li> <li>• How can events in our lives be placed on a timeline?</li> </ul>	<b>Where I live</b> <ul style="list-style-type: none"> <li>• Where do I live?</li> <li>• What is a map?</li> <li>• What are the key features of a town?</li> <li>• What places of worship are in our local area?</li> <li>• What is a compass?</li> <li>• What famous individuals come from North London?</li> <li>• What are the differences between a country and a town?</li> </ul>	<b>Dinosaurs</b> <ul style="list-style-type: none"> <li>• When were the dinosaurs alive?</li> <li>• What did dinosaurs look like?</li> <li>• What did dinosaurs eat?</li> <li>• What was life like for dinosaurs?</li> <li>• How do we know so much about dinosaurs?</li> <li>• How did the dinosaurs become extinct?</li> </ul>
<b>Physical Education</b>	Ball Skills	Dance	Gymnastics	Games (Net/Wall)	Athletics	Games (Striking/Fielding)
<b>Art &amp; Design</b>	Drawing	Painting	Sculpture/ Mixed Media	Drawing	Painting	Sculpture/ Mixed Media
<b>Music</b>	<b>Pulse</b> Songs about ourselves Traditional song	<b>Rhythm</b> Fireworks and festive songs Pop music	<b>Dynamics</b> Wintery sounds Music from the continents of the world	<b>Tempo timbre and texture</b> Chinese New Year Traditional song	<b>Pitch</b> Big emotions Stormy soundscapes Classical	<b>Bringing it all together</b> Musical journeys Jazz
<b>Drama</b>	Imagination	Christmas Concert	Group work & cooperation	Voice & staging	Movement & dynamics	Use of props
<b>French</b>	Classroom vocabulary Colours & numbers (Introduction of their written labels)	Labelling our classroom School uniform Christmas cards & carols labels	About ourselves Our family & pets Alphabet	Writing the date Days of the week Months of the year Numbers 1-31	Food topic Fruits and colours Like and dislike Breakfast items	Preparation for French Day Making of breakfast mats
<b>PSHE</b> <i>(Jigsaw Scheme)</i>	<b>Being Me in My World</b> <ul style="list-style-type: none"> <li>• Feeling special and safe within the classroom</li> <li>• Belonging to the class (rights &amp; responsibilities)</li> <li>• Making the class a safe place for everybody to learn</li> <li>• Recognising and being proud of achievements</li> <li>• Recognising feelings when facing consequences</li> <li>• Understanding choices when following the Learning Charter</li> </ul>	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>• Similarities &amp; differences between class members</li> <li>• Expressing differences within peers</li> <li>• Understanding how being bullied might feel</li> <li>• Knowing how to and how it feels to make a new friend</li> <li>• Understanding differences make us feel special and unique</li> </ul>	<b>Dreams &amp; Goals</b> <ul style="list-style-type: none"> <li>• Setting simple goals and identifying achievements</li> <li>• Understanding how to achieve a goal</li> <li>• Understand how to work well with a partner</li> <li>• Tackling new challenges that stretch learning</li> <li>• Identifying and overcoming obstacles</li> <li>• Celebrating my successes</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>• Know the difference between being healthy and unhealthy</li> <li>• Understanding how to make healthy lifestyle choices</li> <li>• Know how to keep clean and healthy; understand how germs can cause disease.</li> <li>• Know that household products/medicines can be harmful if not used properly</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Understand there are different types of families</li> <li>• Know how to be a good friend and how to make a new friend</li> <li>• Know how to greet peers, understand appropriate physical contact</li> <li>• Know who helps us in our school community</li> <li>• Recognising qualities as a person and friend (self-praise)</li> <li>• Celebrating special relationships</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>• Begin to understand the life cycles of animals and humans</li> <li>• Understand that people and circumstances can change</li> <li>• Understanding how the body changes from baby to child</li> <li>• Identifying the different body parts for girls and boys and use correct names for body parts, know to keep body parts private (PANTS song revisited)</li> </ul>

<b>RE (Human &amp; Social)</b>	Diwali	Hannukah	Creation Stories	Easter	Eid	Prayer
<b>Computing</b>	E-Safety Basic skills using a mouse & trackpad, switch on & shut down, applications & windows, folders & save, dragging	Programming Bee Bots	E-Safety Basic skills using a mouse & trackpad, switch on & shut down, applications & windows, folders & save, dragging	Programming Daisy the Dinosaur (coding)	Using & Applying	Information Technology Puppet Pals