Stanley Primary School Curriculum map: Year 1 2023-2024

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	National Curriculum **Vocabulary, Grammar, Punctuation (and Spelling)** • Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. • Expressing time, place and cause using conjunctions, adverbs or prepositions. • Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. • Introduction to inverted commas to punctuate direct speech. • Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).					
English	Class Novel: **Journeys & Exploration** **Text: Cave Baby** • Narrative retellings • Labels and captions • Informal letters **Text: Sidney Stella & The Moon** • Fact files about the moon • 'Lost' posters • labels • glossaries	Class Novel: **Heroes & Villains** **Text: I Want My Hat Back** • Story sequels • Questions • Speech bubbles • Letters • Lists **Text: Billy & The Beast** • Story sequels • Questions • Speech bubbles • Letters • lists	Class Novel: **Similarities & Differences** **Text: Beegu** • Own version 'alien' narratives • Descriptions • Commands • Letters • Nonsense-word dictionary, • Poems • Nonfiction reports **Text: The Odd Egg** • Egg-spotter's guides (non-fiction reports) • Thought and speech bubbles • Diaries, • Letter • Certificate	Class Novel: **Nature & The Environment** **Text: Stanley's Stick** • Own version narratives • Retellings • Descriptions **Text: Dinosaurs and all That Rubbish** • Pamphlets • Letters • Setting descriptions • Instructions, • Narrative retellings • Pamphlets, • Posters	Class Novel: **Friendship & Kindness** **Text: Lost & Found** • Own version 'losing/finding' narratives • Character descriptions • Retellings, • Advice • Instructions, • Non-chronological reports **Text: Yeti and the Bird** • Own version narratives about unlikely friendships • List of rules • letters, • Postcards, • Character descriptions	Class Novel: **Imagination & Creativity** **Text: Iggy Peck, Architect** • Fact files • Labels, captions, character • comparisons, thought and • speech bubbles **Text: Julian is a Mermaid** • Three-verse poems • Instructions, • Writing in role, • Advertisements
Maths	**Fluency, problem solving & Reasoning**					
	• Place value within 10 • Number: Addition and Subtraction (within 10)	• Number: Addition and Subtraction (within 10) • Geometry – shape • Consolidation	• Place value within 20 • Number: Addition and Subtraction (within 20)	• Number: Addition and Subtraction (within 20) • Place value within 50 • Measurement – Length and height • Measurement – Mass and volume	• Multiplication and division • Fractions • Geometry – Position and direction	• Place Value (within 100) • Measurement – money • Measurement – time • Consolidation

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Science	**Working Scientifically.** *Children will:* • ask simple questions and recognising that they can be answered in different ways • observe closely, using simple equipment • perform simple tests • identify and classifying • use their observations and ideas to suggest answers to questions • gather and record data to help in answering questions					
	Seasonal Changes *Children will:* • reflect on their own experiences about the different seasons • learn about the four seasons and the weather associated with each. explore how seasonal changes affect trees, daylight hours and our choices about outfits. • plan and carry out their own weather reports, thinking about the knowledge required for this job.	**Materials** *Children will:* • identify the difference between objects and materials. • explore their surroundings to find examples of each. • work scientifically by planning tests, making observations and recording data. • use results to answer questions and sort and group materials by their properties.	**Animals, including Humans – Sensitive Bodies** *Children will:* • Familiarise themselves with the basic parts of the human body, • investigate their senses through stimulating experiences that highlight how we interact with the world around us. • develop an understanding of the importance of our senses and how science can support those who have lost sensory function.	**Animals, including Humans – Comparing Animals** *Children will:* • study both local and global animals • recognise common features and use this information to make comparisons and begin to classify animals. • collect data by surveying class pets, to then explore ways in which this information can be recorded. • develop their understanding of classification by comparing the dietary habits of different animals and use their knowledge and imaginations to take on the role of a zookeeper.	**Plants** *Children will:* • identify the key features of a plant • describe important structures and make comparisons between different plants. • use investigative skills to record the growth of a plant over time and • begin to reflect on factors that will affect its development. • begin to explore how plants are used by humans and grow their own herb garden.	**Making Connections** *Children will:* • Bring together their learning from multiple Science units, helping them to make connections between the key concepts and skills.
History		**The Gun Powder Plot** *Children will:* • Learn about events beyond living memory that are significant nationally • develop an awareness of the past, using common words and phrases relating to the passing of time. • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Communicate their knowledge and understanding through discussions, drawings, drama and role play, writing and computing.	**Toys From The Past Text Too Many Toys Dogger** *Children will:* • recognise the difference between past and present in their own and other's lives. • sequence artefacts relating to distinctly different periods of time. • develop an awareness of the past, using common words and phrases relating to the passing of time. • ask and answer questions, about the past. • Sort artefacts from the past and present. • Communicate their knowledge and understanding through discussions, drawings, writing and computing.		**The Great Fire of London** *Children will:* • events beyond living memory that are significant nationally or globally • Ask questions such as: What was it like for people? What happened? How long ago? • Describe historical events. • Show an understanding of Britain and its history. • Use dates where appropriate. • Communicate their knowledge and understanding through discussions, drawings, drama and role play, models, writing and computing.	

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Geography	**Local Area** • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • 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 •use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop			**UK** • name, locate and identify characteristics of the four • countries and capital cities of the United Kingdom and its • surrounding seas • use world maps, atlases and globes to identify the United Kingdom and its countries. • 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 •use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		**Hot & Cold/Our Wonderful Weather** • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify the United Kingdom, and the 7 continents and 5 oceans • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles •use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	Online Safety Children will explore the following strands over the course of the year: Self-image and identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, well-being and lifestyle, Privacy and security, Copywrite and ownership					
Computing	**Computing Systems & Networks – Technology Around Us** *Children will:* • Identify technology & name the main parts of a computer. • Learn to use a mouse in different ways. • Use a keyboard to type & edit text. • Create rules for using technology safely.	**Creating Media – Digital Painting** *Children will:* • Describe what different freehand tools do. • Use the shape and line tool. • Make careful choices when making a digital picture, explaining why they chose certain tools. • Compare painting a picture on a computer and on paper.	**Programming A – Moving a Robot** *Children will:* • Explain what a given command will do. • Combine up to four commands to make a sequence • Plan to make a simple program • Find more than one solution to a problem.	**Data & Information – Grouping Data** *Children will:* • Label objects • Identify that objects can be counted • Describe objects in different ways • Count objects with the same properties. • Compare groups of objects. • Answer questions about groups of objects.	**Creating Media – Digital Writing** *Children will:* • Use a computer to write • Add and remove text on a computer • Identify that the look of text can be changed on a computer • Make careful choices when altering text, explaining why they chose certain tools. • Compare writing on a computer with writing on paper.	**Programming B – Programming Animations** *Children will:* • Choose a command for a given purpose. • Show that a series of commands can be joined together. • Identify the effect of changing value • Explain that each sprite has its own instructions. • Design the parts of a project • Use their algorithm to create a program

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Art	**Spirals** **Key Concepts** • That drawing is a physical and emotional activity. That when we draw, we can move our whole body. • That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. • That we can draw from observation or imagination. • That we can use colour to help our drawings engage others.		**Exploring Watercolour** **Key Concepts** • That watercolour paint has special characteristics. • That we can use the element of surprise and accident to help us create art. • That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.		**Making Birds** **Key Concepts** • That there is a relationship between drawing & making – we can transform 2d to 3d. • That we can use observational drawing and experimental mark-making together to make art. • That we can work from similar stimulus or starting point but end up with very different individual results. • That the individual results can then be brought together to make a whole artwork.	
DT		**Moving Pictures** *Children will:* • design purposeful, functional and appealing products, based on design criteria. • generate, develop, model and communicate their ideas through talking, drawing and mock-ups. • select materials based on its properties from a limited range. • use scissors safely to cut paper and card. • explore levers and sliders to create a product. • name the tools that they are using. • demonstrate a range of cutting and shaping techniques such as tearing, folding and curling. • assemble, join and combine materials using glue and paper fasteners. • explore existing products and investigate how they have been made. • talk about their design and identify good and bad points.		**Structures** *Children will:* • design purposeful, functional and appealing products, based on design criteria. • generate, develop, model and communicate their ideas through talking, drawing and mock-ups. • select materials based on its properties from a limited range. • use scissors safely to cut paper and card. • name the tools that they are using. • demonstrate a range of cutting and shaping techniques such as tearing, folding and curling. • assemble, join and combine materials using glue and paper fasteners. • explore existing products and investigate how they have been made. • talk about their design and identify good and bad points.		**Cooking & Nutrition** *Children will:* • design appealing products, based on design criteria. • group familiar food products into some of the main 5 groups eg carbohydrates, protein (meat), fruits and vegetables. • cut, peel, grate and chop a range of ingredients safely and hygienically, with adult support. • measure or weigh using measuring cups or electronic scales. • follow rules for hygiene and safety. • talk about their design and identify good and bad points.

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R.E	**Christianity (God)** Why do Christians say that God is a 'Father'? *Children will:* • explore the Christian belief that God is like a good father. • think about how and why Christians might want to talk to God. • Look at words, rituals and items used in Christian prayer and suggest why these might be done or used. • Consider why love might be important to families and the roles people have within a family. • Think about their own role within the family and how they can support their family.	**Christianity (Jesus)** Why is Jesus special to Christians? *Children will:* • Learn why Christians believe that Jesus was a special baby and a sign of God's love for humanity. • Be able to recall a simple version of the nativity story. • Be able to suggest why Christmas is special for Christians, identifying it as a religious festival. • Look at how religious beliefs in practices. • Learn why Christian communities often put on nativity plays at Christmas. • Explain why babies are special and how we can give babies love and care. • Consider why we should help others who cannot take care of themselves.	**Islam** How might beliefs about creation affect the way people treat the world? *Children will:* • Learn that Muslims believe in one God (Allah) and that he created the world. • Suggest how Muslims might show respect for God by caring for the natural world. • Understand that Islam teaches that humans have a special role to be caretakers of the planet. • Think about how we should treat the environment and why this is important. • Explain what differences they can make in caring for our planet.	**Judaism** Why might some people put their trust in God? *Children will:* • Learn that Jewish people believe that they can put their trust in God. • Explore how people such as Noah and Abraham and put their trust in God. • Learn about the festival of Sukkot and how this is a time when Jews thank God for looking after them. • Think about how celebrations might be a way to remind people of important events and beliefs. • Think about why people make promises and then consider what types of promises we might make. • Explain what is trust and what makes people trustworthy.	**Hindu Dharma** What do Hindus believe about God? *Children will:* • Learn that Hinduism teaches that there is one God who is shown in many forms. • Explore the Hindu idea that God is present in all living things. • Investigate the use of murtis in Hindu worship. • Explore how symbolism, imagery and stories are used to teach beliefs about the deities. • Explore the different roles people have and consider why people may seem different in different situations. • Investigate the different symbols people might use to show their identity. • Discuss and think about the different roles they have and how they express their own identity.	**Christianity (Church)** How might some people show that they 'belong' to God? *Children will:* • Learn about the Christian belief that the church community is like a family. • Think about why it might be important to welcome new members into the Church family • Investigate features of a baptism service, including any symbolic aspects • Discuss what we mean by family and why it is important to have a sense of belonging. • Think about where they belong and what effects their identity.
Music	**Animals** *Children will:* • explore percussion instruments • learn to sing simple songs and to play a steady beat on a range of unpitched percussion instruments.	**Christmas songs.** *Children will:* • learn to sing simple Christmas Songs in preparation for a performance. • develop their understanding of pitch through the use of the parachute and chime bars.	**What's the score?** *Children will:* • learn about the orchestra and how the musicians know what and when to play. • create their own score.	**Timbre** *Children will:* • explore vocal, body and environmental percussion. • create a sound track to stories and poems.	**Playground rhymes** *Children will:* • learn playground rhymes and how to play the games. • play the games they have learnt with year 3	**Pitch** *Children will:* • learn to sing simple songs using so-mi and to play the melodies on chime bars.
P.E	**Lost & Found** *Children will:* • demonstrate & develop the skill of underarm, overarm throwing, hopping and skipping. • demonstrate & develop the skill of catching and bouncing a ball, kicking and rolling a ball, running and jumping. **Supertato** *Children will learn to:* • show an egg and pencil roll with some co-ordination. • demonstrate jumping off a bench and landing on two feet.	**Gymnastics (1)** *Children will learn to:* • explore and demonstrate different travelling actions with a roll (pencil & egg) • demonstrate jumping from two feet to two feet. • Create and develop a simple sequence to include a travel, jump, shape and roll both on the floor and on apparatus. **Dance – Fire, Fire** *Children will learn to:* • Experiment with travelling dances, whilst creating their own movements.	**Gymnastics (2)** *Children will learn to:* • Create sequences that include a travel, jumps, rolling actions and balances on large and small body parts. • Show the skills of combining travelling, rolling, balancing and jumping into a sequence using apparatus. **Dance – Toy Story** *Children will learn to:* • Link movements to show different characters of toys.	**FMS – Catching & Bouncing a Ball** *Children will learn to:* • Catching and bouncing a ball with some accuracy • Show a simple tactic in a game. • Apply a simple tactic in a game. **FMS – Rolling a ball** *Children will learn to:* • Rolling a ball with some accuracy. • Rolling different equipment with some accuracy. • Roll equipment in different ways with some accuracy. • Demonstrate a simple tactic within a rolling game. • Show two simple tactics in a game.	**FMS – Underarm throw** *Children will learn to:* • Demonstrate an overarm throw with some accuracy at different targets. • Show a side gallop. • Demonstrate simple tactics in a game. **FMS – Zog** *Children will learn to:* • Show the skill of running and changing direction quickly. • Demonstrate the skill of jumping as far as possible whilst landing with safely and with control. • Demonstrate the skill of hopping.	**Athletics** *Children will learn to:* • Show a hopping skill with rhythm • demonstrate rolling a ball with some accuracy and control. • running and changing direction quickly. • Show good posture whilst running quickly. • Complete a running and jumping course. **FMS – Overarm Throw** *Children will learn to:* • Demonstrate an overarm throw with some accuracy.

	• demonstrate rolling a ball through a target with some accuracy and control.	• Learn and perform as a group a dance performing movements in the correct order. • Create ways to move around obstacles. • Develop their stillness and balancing skills. • Tell a story through movement using expression.	• Link travel, turn and stillness within a sequence depicting a different mood. • To work as a group to create a sequence.			• Show a fast running technique. • Demonstrate a simple tactic in a game.
MFL - Spanish	*The children will be introduced to Spanish and learn the following:* • How to say hello, good-bye and other simple greetings • How to respond to a question about their name - Answer question: ¿Cómo te llamas? • How to count from 0 to 5 • Introduction to some Spanish sounds • Begin to learn colours of the Spanish flag Will learn a variety of songs		*The children will:* • continue practising answering question about their name and recycling greetings. • learn new colours and learn parts of the body. • learn numbers from Learn: Juan pequeño baila. • respond to simple classroom instructions.		*Children will:* • recycle all Spanish taught so far. • locate Spain on a map and learn what the capital is, what countries surround the area and discuss how to travel there. • look at places in Spain and why it is a tourist destination. • learn how to say a few simple weather phrases and respond to the question - ¿Qué tiempo hace? What is the weather like?	
PSHE	**Our World: Growing in Our World** *Children will:* • Understand the needs of a baby. • Be able to recognise what you can do for yourself now that you are older. • Be able to describe the common features of a family life. • Recognise the ways in which their family is special and unique.	**Keeping Safe: Road Safety** *Children will:* • Understand why it is important to stay safe when crossing the road. • Be able to recognise a range of safe places to cross the road. • Understand the differences between safe and risky choices • learn different ways to help them keep safe.	**Computer Safety: Online Bullying** *Children will:* • Understand how online activity can affect others. • Be able to identify the positive and negatives of using technology. • Know who and how to ask for help. • Be able to recognise kind and unkind comments.	**Keeping / Staying Healthy: Washing Hands** *Children will:* • Understand why we need to wash our hands. • Know how germs spread and how they affect our health. • Be able to practise washing their hands. • Know the differences between healthy and unhealthy choices.	**Relationships: Friendships** *Children will:* • Understand how to be a good friend. • Be able to recognise kind and thoughtful behaviours • Understand the importance of caring about other people's feelings. • Be able to see a situation from another person's point of view. **Feelings and Emotions: Jealousy** *Children will:* • Be able to recognise emptions and their physical effects. • Know the difference between pleasant and unpleasant emotions. • Learn a range of skills for coping with unpleasant/uncomfortable emotions. • Understand that feelings can be communicated with and without words.	**Being Responsible: Water Spillage** *Children will:* • Know how they can help people around them. • Understand the types of things they are responsible for. • Know and understand the importance of preventing accidents. • Be able to recognise the differences between being responsible and irresponsible. **Fire Safety: Hoax Calling** *Children will:* • Understand the importance of being responsible and how our actions/choices can affect others. • Know what a 'hoax call' is and why it can be risky. • Understand why our emergency services are an important part of our community. • Be able to show their knowledge of fire safety to others.