



# Stanley Primary School Curriculum map: Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Labels/Lists-</b> <i>We will be:</i> <i>Writing lists of the children in our class, our body parts and labelling items in the classroom.</i> <i>Captions-we will be writing a caption to match a picture.</i></p> <p><b>Postcards:</b> We are writing our addresses and information about Blackpool.</p> <p><b>Poetry -we will be writing poems based on our senses, Autumn and the seaside.</b></p> <p><b>Stories with predictable patterned language.</b></p>	<p><b>Descriptive Writing about Bonfire Night.</b> We will be matching adjectives to the senses.</p> <p><b>Guy Fawkes:</b> Wanted Poster</p> <p><b>Fantasy Stories:</b> 'The Tiger Who Came to Tea'.</p> <p><b>Link to Geography:</b> Information texts all about the UK.</p> <p><b>Letters:</b> Letters to Santa</p>	<p><b>Traditional rhymes and Traditional Tales:</b></p> <p>We will be looking at fairy tales- describing the characters and settings, acting out the stories, sequencing and writing our own versions.</p> <p><b>Diary writing:</b> Read the diary entries of Samuel Pepys and begin to write our own diaries.</p> <p><b>Poetry:</b> Winter Poetry linked to our Science work on seasons.</p>	<p><b>Stories from other cultures-we will be looking at stories linked to our topic of the Polar regions and then comparing them to stories based in Africa.</b></p> <p><b>Fantasy stories:</b> Alien Stories</p> <p><b>World Book Week:</b> Dinosaur theme, non-fiction and fiction books, diary writing.</p>	<p><b>Instructions:</b> How to Plant a Seed. How to make a jam sandwich.</p> <p><b>Stories in Africa:</b> Handa's Surprise</p> <p><b>Stories by the same author (Julia Donaldson).</b></p>	<p><b>Instructions:</b> How to Make a Healthy Breakfast Pot.</p> <p><b>Poetry on a summer theme.</b></p> <p><b>Performance Poetry:</b> learning poems by heart, chants and songs.</p> <p><b>Recounts:</b> Memories of Year 1 and Letter to my New Teacher.</p>

	<p><i>We will be looking at stories that repeat phrases and then build onto writing our own stories with a pattern. (We're Going on a Bear Hunt).</i></p> <p><b>Non-Fiction:</b> Wanted posters following our educational zoo session.</p>					
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<p><b>Maths</b></p>	<p>Year 1 Maths- Fluency, problem solving &amp; reasoning</p>					
<p>-Number: Place Value (within 10) -Number: Addition and Subtraction (within 10)</p>	<p>-Geometry: Shape -Number: Place Value (within 20) -Consolidation</p>	<p>-Number: Addition and Subtraction (within 20) -Number: Place Value (within 50) (Multiples of 2,5 and 10 to be included)</p>	<p>-Measurement: Length and Height -Measurement: Weight and Volume -Consolidation</p>	<p>-Number: Multiplication and Division (Reinforce multiples of 2, 5 an 10 to be included) -Number: Fractions -Geometry: Position and Direction.</p>	<p>-Number: Place Value (within 100) -Measurement: money -Time -Consolidation</p>	

<p><b>Science</b></p>	<p><b>Animals, including humans</b></p> <p>Identify, name, draw and label basic body parts. Identify 5 senses and body part associated with each sense. Identify/Name common animals.</p>	<p><b>Everyday Materials</b></p> <p>Identify and name everyday materials. Describe physical properties. Compare &amp; group a variety of materials on basis of physical properties.</p>	<p><b>Plants</b></p> <p>Identify &amp; name a variety of common wild and garden plants. Identify &amp; describe basic structure of a variety of common flowering plants and tree.</p>
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	Identify and name Carnivores, herbivores and omnivores. Describe and compare structure of common animals.	Investigate the best material to use for a specific purpose.			
<b>Seasonal Changes – Ongoing throughout year.</b> Record weather and daylight patterns throughout the year and use this data to determine UK seasons. Observe the changes in the environment					
<b>Computing</b>	Basic Skills Discovery Coding Starter units: children will be working on controls and variables while they manipulate animations to follow their instructions.	Use mouse and touch screen to navigate websites. Accessing and opening word document. Can enter text use upper and lower case. Can save and reopen work.	Algorithms/Bee-Bot programming, linked to Geography navigating around maps.		
E-Safety – Ongoing: Use technology safely and respectfully, keeping personal information private.					
<b>History</b>	<b>Lives of Significant Individuals – Guy Fawkes and the Gunpowder Plot.</b>  History Skills: We will learn to place events in chronological order and match everyday objects to their time in history.	<b>Events beyond living memory – Great Fire of London.</b>  History Skills: -Discuss and understand the similarities and differences between the ways of life in different periods. -Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<b>Changes within living memory: Toys Past &amp; Present.</b>  History Skills: We will use a wide vocabulary of everyday historical terms. -Begin to ask and answer questions, choosing parts of stories and other sources to show that they understand key features of events.		
<b>Geography</b>	<b>Our Local Area-</b> <i>We will be: Devise a simple map and construct basic symbols in a key. Study school grounds and physical features of surrounding environment.</i>	<b>The UK</b> -Using maps & globes, naming, locating & identify 4 countries & Capital Cities in the U.K. & seas.  -Focus on the Capital London and compare it to Blackpool, exploring the features of cities and towns.	<b>North &amp; South Pole-We</b> will be locating the 7 continents on a world map and also looking at each polar region and comparing the two. We will explore how the animals keep warm through an investigation. We will learn about the explorer Robert Falcon Scott and the Inuit's that live there.	<b>Geography Skills</b> -Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. -Use simple compass directions (N,S,E,W)	<b>Around the World Tour</b> We are identifying the human and the physical features of each continent, exploring landmarks and using geographical vocabulary to report our findings.  Europe Africa South America North America Asia

	-Use Digimap software	-Understand the differences between cities and towns. - Compare the features of town and countryside.	We will also look at the current world issue of the melting polar ice caps and how it is affecting the polar bears. We will be looking at weather patterns within the UK and comparing them to that of other continents.	and locational and directional language to describe locations and features on a map. -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  -Use Google Earth and Google Expeditions.	Australia	
<b>Art</b>	<b>Sculpture</b> Andy Goldsworthy Natural Sculptures. Alberto Giacometti – tin foil sculptures Clay tiles		<b>Portraits</b> Using different media to develop techniques using colour mixing/texture/line/shape/form/space.		<b>Famous Artists</b> Exploring still life and landscape images from Van Gogh (Sunflowers) Monet's Garden, linking to Science work on Plants.	
<b>D.T.</b>		<b>Moving Pictures</b> Explore & use mechanisms (Levers/sliders/ wheels) by designing and making a moving picture which is Nativity-themed.		<b>Structures</b> Design and make a 3D Tudor-styled house from cardboard, card and paper materials.		<b>Cooking &amp; Nutrition</b> Making a healthy breakfast pot.
<b>R.E.</b>	<b>Christianity</b> God the Father Prayer	<b>Christianity</b> The Nativity Story Christmas	<b>Islam</b> God as creator Care for the planet	<b>Judaism</b> God's promise Noah, Abraham Trusting in God	<b>Hindu dharma</b> One God in many forms God in all things Expressing ideas about God	<b>Christianity</b> Church Baptism Belonging to a community

<b>P.E.</b>	<b>Bat and striking skills</b> Holding bats and racquets with the correct grip, moving the tool with control where we would like it to go. Holding a ball with control before moving onto striking.	<b>Ball control use of fingers not hands catching</b> Show correct grip for handball and rugby. Go onto movement in spaces basic throwing and catching.	<b>Ball control use of different parts of the foot</b> Show use of both feet and different parts of each foot to control a football. Go onto movement in spaces basic using basic kicking skills on the move.	<b>Playground games and co-operation</b> Play a variety of playground games, which encourage children to share and take turns compete and accept a result as fair.	<b>Tennis badminton skills</b> Balance a ball on a bat, move round and up and round the body. Move away from the body. Drop bounce and hit. Hitting keepie uppies. Hand serve and return to partners. Use air balls, paddles, push balls and shuttles with hands.	<b>Running jumping throwing</b> Stress the importance of running correctly and how we change actions for different length runs. Show basic techniques of throwing and jumping. Play a variety of games to develop skills.
	<b>Gymnastics</b> Can children perform two travelling actions and combine them in a short sequence.	<b>Firework dance</b>	<b>Dance</b> - Polar bears and penguins using story of 'Penguin Small' as a stimulus.	<b>Gymnastics</b> Can they use starting shapes repeat sequences with consistency, co-ordination and control.	<b>Maypole Dance</b>	<b>Sports day Gymnastics</b> large apparatus Rehearse for sports day. Work on the large apparatus in the hall.
<b>PSHCE</b>	Staying Healthy	Knowing Me	Staying Healthy	Being with other people	Staying Healthy	Living in the community
<b>Music</b>	<b>Exploring percussion instruments</b> Children learn to sing simple songs and to play a steady beat on a range of unpitched percussion instruments.	<b>Christmas Songs</b> Children learn to sing simple Christmas songs in preparation for a performance.	<b>Pitch</b> Children learn to sing simple songs and to play the melodies on chime bars.	<b>What's the score?</b> Children learn about the orchestra and how the musicians know what and when to play. Children create their own score.	<b>Playground rhymes (ring games)</b> Children learn playground rhymes and how to play the games.	<b>Round and round – samba</b> Children learn to sing the song and to play a simple melody by using cues from the Interactive Whiteboard.

<b>MFL Spanish</b>	Children learn Spanish greetings through songs. Children will learn phonics and following classroom instructions in Spanish.	Children learn the numbers 1 to 6 in Spanish through songs. They will learn how to say the colours of the Spanish flag. At Christmastime children will learn Christmas Carols in Spanish.	Children learn the numbers 1 to 10 in Spanish. Children will also learn the parts of the body and continue to learn the colours and some Spanish rhymes.	Children continue to learn all of the numbers up to 12 and all of the colours using songs.	Children learn more Spanish rhymes and songs to build their vocabulary to answer questions about themselves.	Children learn about Spain and look at interesting facts from Barnaby Bear's visit to Spain.
<b>Trips/ Visitors/ Class Assemblies</b>	Walk around local area Zoo Educational Session at school	Christmas craft day with parents.  Brian House Assembly Elf Run (Class 1P)	Valentine's Assembly (1S)	100 <sup>th</sup> Day of School Celebration Visit of the Lancashire Fire Service.  Assembly (Class 1KG)	Grandparents invited into school to share on Toys of the past.	Heritage Learning Team visit from Lancaster Toy Museum.