



Stanley Primary School Curriculum Map: Year 1

2022-2023

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| <p>SUBJECT English</p> <p>A variety of texts that inspire our extended writing in English lessons.</p> <p>Reading for Pleasure class library books and children's books are shared for regular whole class story time and Book Talk.</p> | <p>AUTUMN 1 Labels/Lists- <i>We will be:</i> <i>Writing lists of the children in our class, our body parts and labelling items in the classroom.</i></p> <p>Captions-<i>we will be writing a caption to match a picture.</i> <i>'Where's My Teddy?'</i></p> <p>Exploring characters, setting and plot in fiction, we will sequence story events with captions: <i>'We're Going on a Bear Hunt'</i> <i>'The Snail and the Whale'</i> <i>'The Very Hungry Caterpillar'</i> <i>'The Colour Monster'</i></p> <p>Postcards: We will write our addresses and information about Blackpool.</p> <p>Introducing Colourful Semantics: We will use Colourful Semantics to develop our understanding of sentence construction</p> | <p>AUTUMN 2 Poetry: we will be reading and writing Autumn List Poems linked to our Science work on seasons.</p> <p>Descriptive Writing about Bonfire Night. We will be matching adjectives to the senses and will be constructing sentences.</p> <p>Non-Fiction recording Historical events Guy Fawkes: We will work together on a recount of the Gunpowder Plot and create our own Guy Fawkes Wanted Posters</p> <p>Narrative with an Introduction to reading and writing simple instructions: <i>'Pumpkin Soup'</i></p> <p>Learning how to rhyme and exploring rhyming books such as: <i>'Oi Dog!'</i></p> <p>Poetry: Winter Poetry linked to our Science work on seasons.</p> <p>Letters: Children are introduced to letter writing with <i>'The Jolly Christmas Postman'</i> Letters to Santa</p> <p>Recalling and Sequencing Events and composing our own sentences to match pictures: The Nativity Story</p> | <p>SPRING 1 Introducing character description and recalling events in fiction: <i>'Supertato'</i> as the main text and enjoying other stories from the collection: <i>'Supertato- Veggies Assemble'</i> <i>'Supertato- Evil Pea Rules'</i> <i>'Supertato- Veggies in the Valley of Doom'</i></p> <p>Fantasy Stories: Introducing list writing, speech and story mapping to retell the story <i>'The Tiger Who Came to Tea'</i>.</p> <p>Recount and Fantasy: Inspired by <i>'Naughty Bus'</i> we will recall and compose sentences to describe the events in order.</p> | <p>SPRING 2 Traditional Rhymes and Traditional Tales: We will be looking at fairy tales-character and setting description, role play and sequencing story events. <i>'The Gingerbread Man'</i> <i>'The Three Billy Goats Gruff'</i> <i>'Jack and the Beanstalk'</i></p> <p>World Book Week 2023: Introducing Cultural Diversity texts: <i>'All Are Welcome'</i> <i>'Sunflower Sisters'</i> <i>'Coming to England'</i> <i>'Bajan Baby What Can You See?'</i> <i>'Handa's Surprise'</i></p> <p>Stories from other cultures-<i>we will be looking at stories linked to our topic of the Polar regions.</i></p> <p>Inspired by Fantasy stories from the Oliver Jeffers Collection we will read and write our own short narratives with alternative endings: <i>'Lost and Found'</i> <i>'The Way Back Home'</i> <i>'How to Catch a Star'</i> <i>'Up and Down'</i></p> | <p>SUMMER 1 Instructions: How to Plant a Seed. We will plant a variety of seeds, record our steps and write our own list of instructions.</p> <p>Diary writing: We will read the diary entries of Samuel Pepys and begin to write our own diaries.</p> <p>Non-Fiction and Fiction: Dinosaur Research using a variety of information books and websites.</p> <p>Using fictional dinosaur stories, e.g. <i>'Tyrannosaurus Drip'</i> to inspire our own designs and descriptive writing about the legendary Stanleysaurus.</p> <p>Stories by the same author: Julia Donaldson <i>'The Gruffalo'</i> <i>'Room on the Broom'</i>. We will be retelling parts of the stories in our own words.</p> | <p>SUMMER 2 Instructions: How to Make a Healthy Breakfast Pot.</p> <p>Poetry: Summer Poetry linked to our Science work on seasons.</p> <p>Performance Poetry: learning poems by heart, chants and songs.</p> <p>Recounts: Memories of Y1 and Letter to my New Teacher.</p> |
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| Maths | Year 1 Maths- Fluency, problem solving & reasoning | | | | | |
| | -Number: Place Value (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) (Multiples of 2,5 and 10 included) | -Measurement: Length and Height -Measurement: Mass and Volume -Consolidation | -Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) -Number: Fractions -Geometry: Position and Direction. | -Number: Place Value (within 100) -Measurement: money -Time -Consolidation |
| Science | Animals, including humans Identify, name, draw and label basic body parts. Identify 5 senses and body parts associated with each sense. Identify/Name common animals. Identify and name carnivores, herbivores and omnivores. Describe and compare the structures of common animals. Writing Opportunities: listing, captions and labelling diagrams. | | Everyday Materials Identify and name everyday materials. Describe physical properties. Compare & group a variety of materials on the basis of physical properties. Investigate the best material to use for a specific purpose. Writing Opportunities: Detailed explanation and composing sentences with support. | | Plants Identify & name a variety of common wild and garden plants. Identify & describe basic structure of a variety of common flowering plants and trees. Writing Opportunities: Writing observations, explanations and experiments. | |
| | Seasonal Changes – Ongoing throughout the year. Record weather and daylight patterns throughout the year and use this data to determine UK seasons. Observing and recording the changes in the environment | | | | | |

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| Computing | Technology Around Us: An Introduction to Using Technology Responsibly 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. | | Programming A: Moving a Robot Algorithms/Bee-Bot programming, linked to Geography navigating around maps. | | Creating Media: Digital Painting Creating Media: Digital Writing | |
| | E-Safety – Ongoing: Use technology safely and respectfully, keeping personal information private. Use of ‘Hector’s World’ videos each half term to remind pupils of safety rules. | | | | | |
| History | Lives of Significant Individuals – Guy Fawkes and the Gunpowder Plot. History Skills: We will learn to place events in chronological order and match everyday objects to their time in history. writing Opportunities: Linked to English, e.g. Guy Fawkes Wanted Poster | | Events beyond living memory – Great Fire of London. 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. Writing Opportunities: Explanations and comparisons of past and present. | | Changes within living memory: Toys Past & Present. 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. Writing Opportunities: Writing reviews about toys past and present, explaining preferences. | |
| Geography | Where We Live: We will be looking at the map of the local area and children will use aerial maps to work out their journeys to school. Writing Opportunities: Linked to English, writing a postcard with a brief | Our Local Area- <i>We will be:</i> <i>Devise a simple map and construct basic symbols in a key.</i> <i>Study school grounds and physical features of the surrounding environment.</i> -Use Digimap software and Google Maps Writing Opportunities: Using a key, labelling and recording information about the Local Area. | The UK -Using maps & globes, naming, locating & identifying 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. -Understand the differences between cities and towns. - Compare the features of town and countryside. Use simple compass directions (N,S,E,W) and locational and | North & South Pole- We 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 Inuits that live there. We will also look at the current world issue of the melting polar ice caps and how it is affecting the polar bears. | Geography Skills -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 Google Earth and Digimap Software Writing Opportunities: Recording facts about different locations. | Around the World Tour 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 Australia Writing Opportunities: |

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| | message for their Local Area Walk. | | 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. Writing Opportunities: Writing sentences independently about known UK Facts. | We will be looking at weather patterns within the UK and comparing them to that of other continents. Writing opportunities: Linked to English units and explanations. | | Recording and comparing facts about different locations. |
| Art | 3D Sculpture Andy Goldsworthy Natural Sculptures and an introduction to working with clay by making faces and figures in the trees. | Suffolk Art Scheme: Drawing Unit Children explore mark making using various tools and materials. | Suffolk Art Scheme: Painting Unit Children explore artists' tools for applying paint, blending colours and creating lines. | | Suffolk Art Scheme: Collage Children explore the works of Andy Goldsworthy, Richard Long and Patrick Heron to inspire their own collages using contrasting materials. | |
| D.T. | | Moving Pictures Explore & use mechanisms (Levers/sliders/ wheels) by designing and making a moving picture which is Nativity-themed. Writing Opportunities: Children write their own evaluations. | | Structures Design and make a stable 3D structure from cardboard, card and paper materials. Writing Opportunities: Children annotate their designs and write their own evaluations. | | Cooking & Nutrition Making a healthy breakfast pot. Writing Opportunities: Children write their recipe method, instructions and evaluations. |
| R.E. | Christianity God the Father Prayer Writing Opportunities: Writing a prayer and developing copying skills. | Christianity The Nativity Story Christmas Writing Opportunities: Writing the Nativity Story. (Linked to English Unit) | Islam God as creator Care for the planet Writing Opportunities: Writing lists. | Judaism God's promise Noah, Abraham Trusting in God Writing Opportunities: Retelling Noah's Ark. | Hindu Dharma One God in many forms, God in all things Expressing ideas about God Writing Opportunities: Description about the Hindu temple. | Christianity Church Baptism Belonging to a community Writing Opportunities: Explanation of symbols in Christian Baptism. |

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| P.E. | Multiskills Moving in a variety of ways including stopping and starting in relay races. Children to practise underarm throwing and aiming skills. | Gym fun Children to develop a variety of skills including: balancing lateral movements, running, walking, awareness of space, position and direction. As well as activities based on rocking, twisting, skipping and hopping and a composition of movements on apparatus. | Yoga Yoga activities including video clips with cosmic kids. Getting the children to sit still stay calm and focus on specific body part movements and their breathing. Other programs to use Mindfulness by Anaika Harris Smarty Pilates | Tennis and badminton skills Balance a ball on a bat, move round and up and round the body. Move away from the body. Drop, bounce and hit. Hand serve and return to partners. Use air balls, paddles, crush balls and shuttles with hands. Tennis scheme. | Running jumping throwing 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. | Cricket and rounders. Support children to improve their striking of static and moving balls. Work on placement of shots in small sided games. |
| | Multiskills Bouncing and catching, throwing and aiming 1v1. Racket handling skills. | Blackpool FC- games Children to build on skills developed, in order to participate in group games. These including team work and co-operation. | Dance Apply and develop movement skills. Link a series of actions. Learn to improve enjoy and evaluate their success. | Commando Joe- Steve Backshall Children will learn to: Work as a team. Share ideas as a group. Learn from mistakes and adapt. | Sport day Practise Practise events for sports day. These including covering running jumping and throwing events. | Commando Joe- Samuel Pepys Children will learn to: That sometimes we need to keep trying to be successful and this is ok. Follow rules and why this is important. Be persistent in their attempts to succeed and not give up so easily. Know why rules are important. |
| PSHCE 1 Decision PSHCE Online Curriculum Extra Units in Assemblies: Is it safe to eat/drink? Is it safe to play with? Fire Safety | Our World: Growing in Our World Writing Opportunities: Stem sentences for all units, E.g. When I was a baby... | Keeping Safe: Road Safety Writing Opportunities: Stem sentences for all units, E.g. I can keep myself safe by... | Computer Safety: Online Bullying Writing Opportunities: Stem sentences for all units, E.g. When using technology, I can tell an adult when I am unsure about... | Keeping/Staying Healthy: Washing Hands Writing Opportunities: Stem sentences for all units, E.g. I know how to keep myself fit and healthy by... | Relationships: Friendship Feelings and Emotions: Jealousy Writing Opportunities: Stem sentences for all units, E.g. I can be a good friend by... If I am upset I can... | Being Responsible: Water Spillage Hoax Calling (Fire Safety) Writing Opportunities: Stem sentences for all units, E.g. I can be responsible by... |
| Music | Animals | Christmas Songs Children learn to sing simple Christmas Songs in | What's the score? Children learn about the orchestra and how the | Timbre Children explore vocal, body and environmental | Playground rhymes (ring games) | Pitch Children learn to sing simple songs using so-mi |

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| | <p>Exploring percussion instruments Children learn to sing simple songs and to play a steady beat on a range of unpitched percussion instruments.</p> | <p>preparation for a performance. They develop their understanding of pitch through the use of parachute and chime bars.</p> | <p>musicians know what and when to play. Children create their own score.</p> | <p>percussion. They create a sound track to stories and poems.</p> | <p>Children learn playground rhymes and how to play the games.</p> | <p>and to play the melodies on chime bars.</p> |
| <p>MFL Spanish</p> | <p>Children learn Spanish greetings through songs. Children will learn phonics and follow classroom instructions in Spanish.</p> | <p>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.</p> | <p>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.</p> | <p>Children continue to learn all of the numbers up to 12 and all of the colours using songs.</p> | <p>Children learn more Spanish rhymes and songs to build their vocabulary to answer questions about themselves.</p> | <p>Children learn about Spain and look at interesting facts from Pedro Stanley Bear's visit to Spain.</p> |
| <p>Spanish vocabulary</p> | <p>Greetings and Instructions Hola, Buenos dias, Buenas tardes, Buenas noches, Me llamo, adios (goodbye) Por favour (please) Si, no.</p> | <p>Numbers 0-5 Colours: rojo (red), Amarillo (yellow) and azul (blue) Instructions: No esta aqui (in register) Pasa (come in) Sentaos</p> | <p>The Body Cabeza (head) Hombros (arms) Pies (feet) Rodillas (knees) Dedos (fingers) Ojos (eyes) Orejas (ears) Boca (mouth)</p> | <p>Nariz (nose) Codo (elbow) Numbers 6-10 Colours: rosa (pink) Naranja (orange) Instructions: Una fila por favour (line up please) Song: Juan Pequeno baila</p> | <p>Revisiting all vocabulary from Autumn and Spring The Weather and Spain Hace calor (it is hot) Hace sol (it is sunny)</p> | <p>Learn song: Hace calor Sesame Street Colours: negro (black) Morado (purple) Blanco (white) Instructions:Come in, stand up, line up, hands up, let's do the register.</p> |
| <p>Special Events</p> | <p>Local Area Walk for Geography</p> | <p>History Day Remembrance Activities</p> | <p>100th Day of School Celebration.</p> | <p>World Book Week Activities</p> | <p>History: Grandparents invited for 'Toys of the past'.</p> | <p>Year Group Assembly with a RE theme. (tbc)</p> |