



Curriculum Map: Year 1, Autumn 2

Educational Visits (where appropriate):

Subject	Unit: Destination Question and Key Learning	Key vocabulary	Home learning
<p>Maths</p>	<p>Comparison of quantities and part-whole relationships. Pupils explain that items can be compared using length and height. Pupils explain that items can be compared using weight/mass and volume/capacity. Pupils count a set of objects. Pupils compare sets of objects. Pupils use equality and inequality symbols to compare sets of objects. Pupils use equality and inequality symbols to compare expressions. Pupils explain what a whole is. Pupils explain that a whole can be split into parts. Pupils explain that a whole can represent a group of objects. Pupils identify a part of a whole group. Pupils explain what a part-whole model is. Pupils use a part-whole model to represent a whole partitioned into two parts. Pupils use a part-whole model to represent a whole partitioned into more than two parts.</p> <p>Numbers 0 to 5 Pupils explain that numbers can represent how many objects there are in a set. Pupils explain that ordinal numbers show a position and not a set of objects. Pupils partition numbers one to five in different ways. Pupils partition the numbers one to five in a systematic way. Pupils find a missing part when one part and the whole is known. Pupils show one more and one less than a number using representations. Pupils show one more and one less than a number using representations. Pupils use a bar model to represent a whole partitioned into two parts.</p> <p>If your child receives alternative provision for Maths, you will receive a more appropriate and individualised summary.</p>	<p>Length Height Count Objects Part Whole Represent Partition One more One less Mass Volume Capacity Represent Partition Bar model</p>	<p>Maths - Topmarks Search</p> <p>Unit: Comparing quantities - part whole relationships KS1 Maths Oak National Academy (thenational.academy)</p> <p>Unit: Composition of numbers 0 to 5 KS1 Maths Oak National Academy (thenational.academy)</p> <p>Manipulatives - MathsBot.com</p>
<p>English</p>	<p>Focus - Character Text: The Tiger who came to Tea</p>	<p>Character Capital letter</p>	<p>KS1 English: Capital Letters & Full Stops - BBC Teach</p>



	<p>Story Type: Meeting tale Text: Letter of apology Genre: Recount – letter</p> <p>If your child receives alternative provision for English, you will receive a more appropriate and individualised summary.</p>	<p>Full stop comma Adjective Noun Verb</p>	<p>Capital letters full stops writing a sentence - BBC Bitesize</p> <p>Small Town Superheroes (bbc.co.uk)</p>
Science	<p>Everyday materials Pupils will be able to: Name objects and identify the materials they are made from. Recognise that objects are made from materials that suit their purpose. Recall that a property is how a material can be described.</p> <p>When working scientifically, will be able to: Sort objects based on the materials they are made from. Group objects based on their properties. Suggest ways to test materials for their properties. Make predictions and recognise whether they were accurate. Use their observations to answer questions. Begin to recognise if a test is fair.</p>	<p>absorbent tough fabric waterproof glass wood group data material opaque metal transparent object property plastic rock</p>	<p>Everyday materials - KS1 Science - BBC Bitesize</p> <p>Unit: Everyday materials KS1 Science Oak National Academy (thenational.academy)</p>
RE	<p>Judaism (Rosh HaShanah) What is the Torah and why is it important to Jewish families?</p> <p>Christianity (Christmas) What is the 'Nativity' and why is it important to Christians?</p>	<p>Judaism Christian Rosh Jesus Hashanah Nativity Torah mitzvot</p>	<p>Lesson: What is the Torah? KS1 Religious education Oak National Academy (thenational.academy)</p> <p>Unit: The Nativity KS1 Religious education Oak National Academy (thenational.academy)</p>
DT	<p>Mechanisms: Making a moving storybook Pupils will be able to: Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. Clearly label drawings to show which parts of their design will move and in which direction. Make a picture that meets the design criteria, with parts that move purposefully as planned. Evaluate the main strengths and weaknesses of their design and suggest alterations.</p>	<p>design adapt test assemble criteria input mechanism model sliders</p>	
Music	<p>Musical Spotlight: Dance, Sing and Play!</p>	<p>Rhythm Improve High compose Low</p>	<p>Chrome Music Lab (chromeexperiments.com)</p>

