



Curriculum Map: Year 1, Autumn 1

Educational Visits (where appropriate):

Subject	Unit: Destination Question and Key Learning	Key vocabulary	Home learning																
Maths	<p>If your child receives alternative provision for Maths, you will receive a more appropriate and individualised summary.</p> <p>To be able to count to 100 in different ways. To say which number comes after a given number. To say which number comes before a given number. To count forwards and backwards within 100, starting at different numbers. To say the ‘teen’ numbers clearly.</p>	<table border="0"> <tr> <td>Count</td> <td>One less</td> </tr> <tr> <td>Objects</td> <td>Tens</td> </tr> <tr> <td>Part</td> <td>Ones</td> </tr> <tr> <td>Whole</td> <td>Tens frame</td> </tr> <tr> <td>Represent</td> <td>Dice model</td> </tr> <tr> <td>Partition</td> <td>Number line</td> </tr> <tr> <td>One more</td> <td></td> </tr> </table>	Count	One less	Objects	Tens	Part	Ones	Whole	Tens frame	Represent	Dice model	Partition	Number line	One more		<p>Maths - Topmarks Search</p> <p>Manipulatives - MathsBot.com</p>		
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English	<p>If your child receives alternative provision for Maths, you will receive a more appropriate and individualised summary.</p> <p>Text: Whatever Next Story Type: Journey</p> <p>Text: How to wash a woolly mammoth Genre: Instructions</p>	<table border="0"> <tr> <td>Capital letter</td> <td>Character instructions</td> </tr> <tr> <td>Full stop</td> <td>Command</td> </tr> <tr> <td>Comma</td> <td>Adjective</td> </tr> <tr> <td>Finger space</td> <td>Noun</td> </tr> <tr> <td>Setting</td> <td>Verb</td> </tr> <tr> <td>Then</td> <td>First</td> </tr> <tr> <td>Next</td> <td></td> </tr> <tr> <td>Finally</td> <td></td> </tr> </table>	Capital letter	Character instructions	Full stop	Command	Comma	Adjective	Finger space	Noun	Setting	Verb	Then	First	Next		Finally		<p>KS1 English: Capital Letters & Full Stops - BBC Teach</p> <p>Capital letters full stops writing a sentence - BBC Bitesize</p> <p>Small Town Superheroes (bbc.co.uk)</p> <p>What is a setting? - BBC Bitesize</p> <p>KS1 English free game - Karate Cats - Spelling, grammar and punctuation - Improve literacy and comprehension - BBC Bitesize</p>
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Science	<p>Forces and space: Seasonal changes Unit outcomes Pupils will be able to:</p> <ul style="list-style-type: none"> ▪ Name the four seasons in order and describe the typical weather in each. ▪ Name some activities and events in the four seasons. ▪ Describe the appearance of a tree’s leaves in each season. ▪ Recall that summer has the most daylight hours and winter has the least daylight hours. 	<p>deciduous tree evergreen tree season weather</p>	<p>Seasonal changes - KS1 Science - BBC Bitesize</p> <p>Unit: Seasonal changes: autumn and winter KS1 Science Oak National Academy (thenational.academy)</p>																



	<ul style="list-style-type: none"> Record data about the temperature across the four seasons. Label a map of the UK with capital cities and seasonal weather symbols. <p>When working scientifically, will be able to:</p> <ul style="list-style-type: none"> Complete a pictogram and use it to answer simple questions. Record data about the temperature across the four seasons. 			
RE	<p>Christianity (Harvest)</p> <p>Why do Christians call God ‘creator’?</p>	Harvest God Creator	Seed Fruit Tree plant	Harvest - BBC Teach
Art	<p>Drawing: Make your mark</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 	Chalk Charcoal Line Mark making Observe Circle Cross-hatch Diagonal Dots Horizontal Lightly	2D shape 3D shape Abstract Continuous Pastel Printing Shade Shadow Straight Texture Vertical Wavy	
Music	<p>Musical Spotlight: My Musical Heartbeat</p> <p>Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together.</p> <p>Social Question: How Can We Make Friends When We Sing Together?</p> <p>Musical Learning: Singing and listening are at the heart of each lesson. We will play, improvise and compose using a selection of these notes: C, D, E, F, G</p>	Rhythm High Low Pitch Heartbeat Listen Pulse	Improvise compose	Chrome Music Lab (chromeexperiments.com)



<p>Computing</p>	<p>Technology around us.</p> <ul style="list-style-type: none"> ▪ To identify technology. ▪ To identify a computer and its main parts. ▪ To use a mouse in different ways. ▪ To use a keyboard to type on a computer. ▪ To use the keyboard to edit text. ▪ To create rules for using technology responsibly. 	<p>Computer Mouse Screen Keyboard Base unit Technology Freehand</p>	<p>untitled.png - PaintZ</p>
<p>PSHE</p>	<p>Family and relationships Pupils will be able to:</p> <ul style="list-style-type: none"> ▪ Understand that families can include a range of people. ▪ Understand who their friends are and what people like to do with friends. ▪ Describe what people might look like if they are feeling: angry, scared, upset or worried. ▪ Identify ways of responding to this by either offering help or giving them space. ▪ Understand the skills needed to work together in a group. ▪ Understand that friendships can have problems and learn ways to overcome these problems. ▪ Understand how the actions of others can affect people. ▪ Explain what a stereotype is. 	<p>behaviour care emotions family feelings friend friendly problem stereotype</p>	
<p>Geography</p>	<p>What is it like here? Pupils will be able to:</p> <ul style="list-style-type: none"> ▪ Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. ▪ Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. ▪ Recognise four features in the school grounds using a map. ▪ Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. ▪ Draw a design to improve three areas of the playground using the results from the survey. 	<p>City Country Globe Improve Key Land Locate Location Map North Place Questionnaire Sea</p> <p>Aerial photograph Aerial view Atlas Directional language Directional features Symbol Town Village Survey</p>	<p>KS1 geography game - Help Primary children learn about countries, continents, seasons, weather and oceans - Pirate Bunnies: World Adventures - BBC Bitesize</p> <p>Google Earth</p>