

## Bishop William Ward Curriculum Map: Year 1\*\*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<b>Toys</b>		<b>Exploration</b>		<b>Where we Live.</b>	
<b>English</b>	<p>Over the course of Y.1 the children will focus on the following skills through the genres set out below:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>• predicting what might happen on the basis of what has been read so far.</li> <li>• explain clearly their understanding of what is read to them.</li> <li>• saying out loud what they are going to write about.</li> <li>• composing a sentence orally before writing it.</li> <li>• re-reading what they have written to check that it makes sense.</li> <li>• joining words and joining clauses using 'and'.</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters.</li> <li>• form digits 0-9.</li> </ul> <p>We will be following the Letters and Sounds programme to teach phonics and sight vocabulary.</p>					
	<b>Genres 1:1</b> <b>Fairy Stories and Traditional Stories.</b>	<b>Genres 1:2</b> <b>Fairy Stories and Traditional Stories.</b> Pinocchio.	<b>Genres 2:1</b> <b>Characteristics/ features of non-fiction text.</b> Information texts on Artic/Antarctic and their inhabitants.	<b>Genres 2:2</b> <b>Poetry and Rhymes, including recital.</b> Space themed.	<b>Genres 3:1</b> <b>Fairy Stories and traditional stories.</b> Jack and the Beanstalk <b>Characteristics of non-fiction text/Information text.</b> Plants.link	<b>Genres 3:2</b> <b>Classic Poetry – Plant link.</b> <b>Characteristics of non-fiction text/Information text.</b> Plants. link
<b>Maths</b>	<ul style="list-style-type: none"> <li>-Count up to 20 objects (match number to object).</li> <li>-Read and write numbers and number-names to 20; compare and order numbers to 20.</li> <li>-Estimate and count up to 30 objects; count on and back and order numbers to 10.</li> <li>-Understand 0 as the empty set</li> <li>-Recognise domino/dice arrays without counting;</li> <li>-Identify a number 1 more.</li> <li>-Find pairs that make 5, 6 and 10.</li> <li>-Double numbers 1 to 5.</li> <li>-Find 1 and 2 more.</li> <li>-Count back 1 and begin to find 1 less.</li> <li>-Recognise, name and describe squares, rectangles, circles and triangles.</li> <li>-Recognise basic line symmetry.</li> <li>-Sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand and then make teen numbers.</li> <li>-compare and order numbers to 20, then 30.</li> <li>- Find the number between two numbers with a difference of 2.</li> <li>- Understand and use ordinal numbers.</li> <li>-Revise bonds to 5, 6 and 10; find pairs which make 7.</li> <li>-Use addition facts for 5, 6 and 10 to solve subtractions.</li> <li>- Use number facts for 5, 6 and 10 to solve word problems.</li> <li>-Describe position and direction using common words.</li> <li>- Compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units.</li> <li>- Add 1, 2 and 3 by counting on; subtract 1, 2, 3 or more by counting back.</li> <li>- Begin to add three small numbers by spotting bonds to 10 or doubles.</li> <li>- Recognise coins and know values (up to £2).</li> <li>-Begin to make amounts in pence.</li> </ul>	<ul style="list-style-type: none"> <li>-Say the number one more or less and two more or less using a number line or a 100 grid.</li> <li>- Read, write and say 2-digit numbers and understand them as some tens and some ones.</li> <li>- use number facts to solve simple addition and subtraction word problems.</li> <li>- Find pairs of numbers with a total of 8.</li> <li>- Add by putting the larger number first and counting on (numbers up to 100), spotting unit patterns.</li> <li>- Add a 1-digit number to a 2-digit number.</li> <li>- Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere. - Order and name the days of the week and months of the year; recognise and name the seasons.</li> <li>- Count on and back in tens from any number; begin to count in 5s and 2s.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise odd and even numbers. - find half, quarter and three quarters of shapes.</li> <li>- Begin to know that two halves and four quarters are a whole and that two quarters is a half.</li> <li>-Find and begin to know doubles to double 10.</li> <li>- Use knowledge of pairs of 10 to make pairs to 20.</li> <li>- Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour; begin to have a notion of how long an hour is and how long a minute is; tell the time (o'clock and half past) on analogue and digital clocks.</li> <li>- Add a 1-digit number by counting on from a 2-digit number, not crossing 10s at first, then beginning to cross 10s.</li> <li>- Subtract a 1-digit number by counting back initially from numbers up to 30 (not crossing 10s) and then generally from a 2-digit number (not crossing 10s).</li> </ul>	<ul style="list-style-type: none"> <li>-Find 1 more, 1 less, 10 more, 10 less than any 2-digit number.</li> <li>- Understand place value in 2-digit numbers and identify 10s and 1s.</li> <li>- Use number facts to add and subtract 1-digit numbers to/from 2-digit numbers.</li> <li>-Add three small numbers.</li> <li>- add and subtract 10 to and from 2-digit numbers.</li> <li>- Measure weight and capacity using uniform non-standard units.</li> <li>- Complete tables and block graphs, recording results and information.</li> <li>- Make and use a measuring vessel for capacity.</li> <li>- Find half of all numbers to 10 and then to 20.</li> <li>- Identify even numbers and begin to learn halves.</li> <li>- Recognise halves and quarters of shapes and begin to know <math>2/2=1</math>, <math>4/4=1</math> and <math>2/4=1/2</math>.</li> <li>-Recognise, name and know value of coins 1p-£2 and £5 and £10 notes; solve repeated addition problems using coins; make equivalent amounts using coins</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and order 2-digit numbers up to 100 and say a number between two numbers.</li> <li>- Identify 10s and 1s in 2-digit numbers and solve place-value additions.</li> <li>- Recognise odd and even numbers; count in 2s, 5s and 10s.</li> <li>- Multiply by 2, 5, 10 by counting in groups/sets.</li> <li>- Find doubles to double 10 and related halves; halve odd numbers up to 10.</li> <li>- Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks.</li> <li>- Read, interpret and create a pictogram.</li> <li>- Find change from 10p and from 20p.</li> </ul>
<b>Science</b>	<p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</li> <li>• Asking simple questions and recognise that they can be answered in different ways.</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</li> </ul> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p>					
	<b>Everyday Materials</b>  In this topic we will be looking at types of material and what objects are made from. We will be identifying and naming materials and talking about their properties.	<b>Sound</b>  We will be observing and naming a variety of sound sources, thinking about what we hear from our ears.	<b>Light</b>  We will be observing and naming light sources and explaining that we see things because light travels from them to our eyes.	<b>Plants</b>  We will be identifying and naming a variety of common wild and garden plants. We will be learning about the basic structure of common flowering plants, including trees.	<b>Animals including humans.</b>  We will be identifying and naming a variety of common animals including fish, amphibians, reptiles, birds and mammals. We will be describing and comparing the structure of a variety of common animals. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	

\*\*Please note that the details listed here are intended as a guide only. The details are not full and complete and are subject to change.

## Bishop William Ward Curriculum Map: Year 1\*\*

<b>Computing</b>	<p><b>To Communicate and To Code.</b> We will learn how to log on to a computer using our username and password. We will focus on using 2 Draw. Setting the pen colour, size, shape and type to create pictures.</p>	<p><b>To Code</b> We will be programming bee-bots to move.</p> <p><b>To Communicate</b> We will focus on using 2 Draw. Setting the pen colour, size, shape and type to create pictures.</p> <p><b>Technology and the World.</b> We will be looking at Websites to look at old and new toys. E-Safety. 'Think you Know'.</p>	<p><b>To collect</b> The children will use simple databases to record information. (2 Simple – 2 Calculate)</p> <p><b>Technology and the World.</b> We will explore websites to research famous explorers and what the Artic and Antarctic are like. E-Safety. 'Think you Know'</p>	<p><b>To Communicate and To Code.</b> We will use 2 Draw to create our own space pictures. We will add text to our pictures. (2 Simple – 2 Draw/2 Text)</p> <p><b>Technology and the World.</b> We will explore websites to research space and Neil Armstrong. E-Safety – 'Think you Know'</p>	<p><b>To Connect – Db Primary</b> The children will be introduced to our Learning Platform. We will be introduced to many of its features, including sending internal email messages.</p> <p><b>To Communicate</b> We will create an animation of a seed growing into a plant using 2 Animate. (2 Simple)</p> <p><b>Technology and the World.</b> We will use websites and search engines to research types of plants. E-Safety – 'Think you Know'</p>	
<b>RE</b>	Harvest: Giving Thanks. What is God like?	Christmas: Gifts & Giving.	Who is Jesus? What does it mean to be a Christian?	Easter: The changing moods of Easter.	What does it mean to be a Christian? Bible.	What does it mean to be a Christian: Church.
<b>History</b>	<p><b>Changes within living memory (Toys)</b> We will begin by recounting changes that have occurred in our own lives; looking at toys we used to play with through different phases of our development. We will then be observing and handling artefacts from the past, asking questions and finding out answers to questions about the past. We will be placing artefacts in order on a time line.</p>		<p><b>The lives of significant individuals (Exploration-Captain Scott)</b> We will be looking at Captain Scott and his expedition to the Artic. We will be thinking about the reasons for the trip and discuss events that occurred.</p>	<p><b>The lives of significant individuals (Exploration – Neil Armstrong)</b> <b>Event beyond living memory – first moon landing.</b> We will be describing the events surrounding the First Moon Landing and finding out who Neil Armstrong is and his role in the moon landing.</p>		
<b>Geography</b>	We will begin the term by looking at Autumn.		We will begin the term by looking at Spring. We will be comparing the Arctic environment with our own. We will also be looking at aerial images of the earth from space and noticing land masses.		<p>We will begin the term by looking at Summer.</p> <p>-Name &amp; locate the four countries and capital cities of the United Kingdom using atlases &amp; globes - identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world (Science Link) -Use basic geographical vocabulary to refer to local &amp; familiar features (Local Highwoods, country park &amp; Church) - Use four compass directions &amp; simple vocab - Use Ariel photographs - use fieldwork and observational skills.</p> <p>We will be focusing closely on the village of Great Horkeley, looking at geographical features. We will be using maps and ariel images to recognise landmarks and basic physical features. We will be comparing this to a contrasting non-European country and discussing similarities and differences. We will be devising simple maps and using geographical language.</p>	
<p>Throughout the year:</p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Name and locate the world's continents and oceans.</li> <li>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.</li> </ul>						
<b>Art</b>	<p><b>Painting.</b> We will be exploring colour and colour mixing. We will create colour wheels.</p>	<p><b>Sculpture.</b> We will be creating sculptures of our favourite toys, learning how to roll, coil and shape clay.</p>		<p><b>Textiles.</b> We will be creating our own planets using tie-dye, stitching, gluing, weaving and plaiting.</p>		<p><b>Print</b> We will be printing using natural materials – repeating and overlapping to creating interesting shapes. We will be looking at the art of Giuseppe Arcimboldo and Andy Goldsworthy and using their style to inspire some of our own art.</p>
<b>D&amp;T</b>	<p><b>Electricals and electronics</b> We will be looking at battery operated toys and discussing how they work. We will be diagnosing faults and thinking about if there is low battery or damage to the battery.</p> <p><b>Mechanics:</b> We will be creating our own moving toys which involve levers, wheels and/or winding mechanisms.</p>				<p><b>Food</b> We will be developing skills such as cutting, peeling or grating to create our own fruit kebabs.</p>	
<b>Music</b>	Through our Harvest and Christmas performances the children will be working on the skills of singing and performing.		During this term we will be looking at long and short sounds, pitch and rhythm. We will be learning new songs and adding short musical patterns and rhythmic phrases.		We will continue to develop our understanding of how we can change sounds to create specific effects, our knowledge of pitch and rhythm. We will create our own music and think about how we can transcribe this.	
<b>PE</b>	<b>Dance Games</b>	<b>Gymnastics (travelling-floor work)</b>	<b>Dance: Croquet</b>	<b>Gymnastics.(rolls) Skipping</b>	<b>Gymnastics (travelling-equipment) Games:</b>	<b>Athletics</b>
<b>PSHE</b>	Me and My Relationships. Me and My Feelings.	Me and Keeping Safe.	Making a positive contribution.	Me & Medicines & Drugs.	Me and My Healthy Lifestyle.	Me & Growing & Changing.

\*\*Please note that the details listed here are intended as a guide only. The details are not full and complete and are subject to change.

## Bishop William Ward Curriculum Map: Year 1\*\*

\*\*Please note that the details listed here are intended as a guide only. The details are not full and complete and are subject to change.