Stanley Primary School Curriculum map: Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	**National Curriculum Vocabulary, Grammar and Punctuation**					
	• Regular **plural noun suffixes** -s or -es (dog – dogs, wish -wishes). • **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (helping, helped, helper). • How the **prefix** "un" changes the meaning of **verbs** and **adjectives** (unkind, untie). • How **words** can combine to make **sentences.** • Joining **words** and joining **clauses** using "and". • Sequencing **sentences** to form short narratives. • Separation of **words** with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**. • Capital letters for names and for the personal **pronoun** "I".					
	National Curriculum Spelling					
	• Words containing each of the 40+ graphemes already taught. • Common exception words. • The days of the week. • Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound. • Add prefixes and suffixes: -s or -es as plural markers for nouns and the third person singular maker for verbs. Using the prefix un-. Using -ing, -ed, -er and -est where no change is needed in the spelling of the root words. • Apply simple spelling rules. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.					
	Cave Baby (baseline) • Oracy – retelling a story • Labels and captions **Transcription – Using phonics to spell. Letter formation. Writing on the line.** Highway man Tabby McTat Tiddler	**Grammarsaurus** Place Value of Punctuation and Grammar **Sentence builder:** Traction Man Poetry: **The Christmas Pine**	**Sentence builder:** Candy house **PVPG Application unit guide:** Me and my dragon Letter.	**Beegu** • Own version 'alien' narratives • Descriptions • Commands • Letters • Nonsense-word dictionary, • Poems • Non-fiction reports Traditional Tale: **Little Red Riding Hood**	**Julian is a Mermaid** • Three-verse poems • Instructions, • Writing in role, Advertisements Traditional Tale: **The Three Little Pigs**	**Lost & Found** • Own version 'losing/finding' narratives • Character descriptions • Retellings, • Advice • Instructions, • Non-chronological reports Traditional Tale: **Jack and the Beanstalk**
Maths	**Fluency, problem solving & Reasoning**					
	• Place value within 10 - Sort objects - Count objects	• Number: Addition and Subtraction (within 10) – continued.	• Place value within 20 - Count within 20 - Understand 10	• Number: Addition and Subtraction (within 20) – continued.	• Multiplication and division - Count in 2s - Count in 10s	• Place Value (within 100) - Count from 50 to 100 - Tens to 100

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	- Count objects from a larger group - Represent objects - Recognise numbers as words - Count on from any number - 1 more - Count backwards within 10 - 1 less - Compare groups by matching - Fewer, more, same - Less than, greater than, equal to - Compare numbers - Order objects and numbers - The number line • Number: Addition and Subtraction (within 10) - Introduce parts and wholes - Part-whole model - Write number sentences - Fact families – addition facts - Number bonds within 10 - Systematic number bonds within ten - Number bonds to 10 - Addition (add together) - Addition (add more) - Addition problems - Find a part - Subtraction (find a part) - Fact families (8 facts) - Subtraction (how many left?) - Subtraction on a number line Add or subtract 1 or 2	• Geometry – shape - Recognise and name 3D shapes - Sort 3D shapes - Recognise and name 2D shapes - Sort 2D shapes - Patterns with 2D and 3D shapes • Consolidation	- Understand 11, 12, 13 - Understand 14, 15, 16 - Understand 17, 18, 19 - Understand 20 - 1 more and 1 less - The number line to 20 - Estimate on a number line to 20 - Compare numbers to 20 - Order numbers to 20 • Number: Addition and Subtraction (within 20) - Add by counting on within 20 - Add ones using number bonds - Find and make number bonds to 20 - Doubles - Near doubles - Subtract ones using number bonds - Subtraction (counting back) - Subtraction (find the difference) - Related facts - Mussing number problems	• Place value within 50 - Count from 20 to 50 - 20, 30, 40 and 50 - Count by making groups of tens - Groups of tens and ones. - Partition into tens and ones - The number line to 50 - Estimate on a number line to 50 - 1 more, 1 less • Measurement – Length and height - Compare lengths and heights - Measure length using objects - Measure length in centimetres • Measurement – Mass and volume - Heavier and lighter - Measure mass - Compare mass - Full and empty - Compare volume - Measure capacity - Compare capacity	- Count in 5s - Recognise equal groups - Add equal groups - Make arrays - Make doubles - Make equal groups (grouping) - Make equal groups (sharing) • Fractions - Recognise a half of an object or a shape - Find a half of an object or a shape - Recognise a half of a quantity - Find a half of a quantity - Recognise a quarter of an object or a shape - Find a quarter of an object or a shape - Recognise a quarter of a quantity - Find a quarter of a quantity - • Geometry – Position and direction - Describe turns - Describe position (left and right) - Describe position (forwards and backwards) - Describe position (above and below) - Ordinal numbers	- Partition into tens and ones - The number line to 100 - 1 more, 1 less - Compare numbers with the same number of tens - Compare any two numbers • Measurement – money - Unitising - Recognise coins - Recognise notes - Count in coins • Measurement – time - Before and after - Days of the week - Months of the year - Hours, minutes and seconds - Tell the time to the hour - Tell the time to the half hour Consolidation

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	**Working Scientifically.** *Children will:* • ask simple questions and recognising that they can be answered in different ways • observe closely, using simple equipment • perform simple tests • identify and classifying • use their observations and ideas to suggest answers to questions • gather and record data to help in answering questions					
	Seasonal Changes (revisited at the beginning of each half term) *Children will:* • reflect on their own experiences about the different seasons • learn about the four seasons and the weather associated with each. explore how seasonal changes affect trees, daylight hours and our choices about outfits. • plan and carry out their own weather reports, thinking about the knowledge required for this job.	**Materials** *Children will:* • identify the difference between objects and materials. • explore their surroundings to find examples of each. • work scientifically by planning tests, making observations and recording data. • use results to answer questions and sort and group materials by their properties.	**Animals, including Humans – Sensitive Bodies** *Children will:* • Familiarise themselves with the basic parts of the human body, • investigate their senses through stimulating experiences that highlight how we interact with the world around us. • develop an understanding of the importance of our senses and how science can support those who have lost sensory function.	**Animals, including Humans – Comparing Animals** *Children will:* • study both local and global animals • recognise common features and use this information to make comparisons and begin to classify animals. • collect data by surveying class pets, to then explore ways in which this information can be recorded. • develop their understanding of classification by comparing the dietary habits of different animals and use their knowledge and imaginations to take on the role of a zookeeper.	**Plants** *Children will:* • identify the key features of a plant • describe important structures and make comparisons between different plants. • use investigative skills to record the growth of a plant over time and begin to reflect on factors that will affect its development. • begin to explore how plants are used by humans and grow their own herb garden.	**Making Connections** *Children will:* Bring together their learning from multiple Science units, helping them to make connections between the key concepts and skills.
History		**Lives of Significant Individuals:** **Guy Fawkes and The Gun Powder Plot** *Children will:* • Learn about events beyond living memory that are significant nationally • develop an awareness of the past, using common words and phrases relating to the passing of time. • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	**Changes within Living Memory:** **Toys from The Past and Present** *Children will:* • recognise the difference between past and present in their own and other's lives. • sequence artefacts relating to distinctly different periods of time. • develop an awareness of the past, using common words and phrases relating to the passing of time. • ask and answer questions, about the past.		**Events Beyond Living Memory:** **The Great Fire of London** *Children will:* • events beyond living memory that are significant nationally or globally • Ask questions such as: What was it like for people? What happened? How long ago? • Describe historical events. • Show an understanding of Britain and its history. • Use dates where appropriate. • Communicate their knowledge and understanding through	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		• understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Communicate their knowledge and understanding through discussions, drawings, drama and role play, writing and computing. **Whole School History Day - Remembrance**	• Sort artefacts from the past and present. Communicate their knowledge and understanding through discussions, drawings, writing and computing.		discussions, drawings, drama and role play, models, writing and computing.	
Geography	**Local Area** • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment •use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop			**The United Kingdom** • name, locate and identify characteristics of the four • countries and capital cities of the United Kingdom and its • surrounding seas • use world maps, atlases and globes to identify the United Kingdom and its countries. • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map •use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		**Weather and Climate** • Order the months of the year and recognise the seasons • Spot the differences between the seasons • Find clues to decide which season we are in • Identify the types of clothing worn in different weather • Identify the types of weather that we have in the United Kingdom and record the daily weather in our area • Review our weather diary and reflect on the impact that the weather has on our activities • Explore how the weather affects different jobs

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing	**Online Safety** Children will explore the following strands over the course of the year: Self-image and identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, well-being and lifestyle, Privacy and security, Copywrite and ownership					
	Data & Information – Grouping Data *Children will:* • Label objects • Identify that objects can be counted • Describe objects in different ways • Count objects with the same properties. • Compare groups of objects. • Answer questions about groups of objects.	**Creating Media – Digital Painting** *Children will:* • Describe what different freehand tools do. • Use the shape and line tool. • Make careful choices when making a digital picture, explaining why they chose certain tools. • Compare painting a picture on a computer and on paper.	**Programming A – Moving a Robot** *Children will:* • Explain what a given command will do. • Combine up to four commands to make a sequence • Plan to make a simple program • Find more than one solution to a problem.	**Computing Systems & Networks – Technology Around Us** *Children will:* • Identify technology & name the main parts of a computer. • Learn to use a mouse in different ways. • Use a keyboard to type & edit text. • Create rules for using technology safely.	**Creating Media – Digital Writing** *Children will:* • Use a computer to write • Add and remove text on a computer • Identify that the look of text can be changed on a computer • Make careful choices when altering text, explaining why they chose certain tools. • Compare writing on a computer with writing on paper.	**Programming B – ProgrammingAnimations** *Children will:* • Choose a command for a given purpose. • Show that a series of commands can be joined together. • Identify the effect of changing value • Explain that each sprite has its own instructions. • Design the parts of a project • Use their algorithm to create a program
Art	**Spirals** **Key Concepts** • That drawing is a physical and emotional activity. That when we draw, we can move our whole body. • That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. • That we can draw from observation or imagination. • That we can use colour to help our drawings engage others.		**Exploring Watercolour** **Key Concepts** • That watercolour paint has special characteristics. • That we can use the element of surprise and accident to help us create art. • That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.		**Making Birds** **Key Concepts** • That there is a relationship between drawing & making – we can transform 2d to 3d. • That we can use observational drawing and experimental mark-making together to make art. • That we can work from similar stimulus or starting point but end up with very different individual results. • That the individual results can then be brought together to make a whole artwork.	
DT		**Moving Pictures** *Children will:* • design purposeful, functional and appealing products, based on design criteria. • generate, develop, model and communicate their		**Structures** *Children will:* • design purposeful, functional and appealing products, based on design criteria. • generate, develop, model and communicate their		**Cooking & Nutrition** *Children will:* • design appealing products, based on design criteria. • group familiar food products into some of the main 5 groups eg carbohydrates, protein

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		ideas through talking, drawing and mock-ups. • select materials based on its properties from a limited range. • use scissors safely to cut paper and card. • explore levers and sliders to create a product. • name the tools that they are using. • demonstrate a range of cutting and shaping techniques such as tearing, folding and curling. • assemble, join and combine materials using glue and paper fasteners. • explore existing products and investigate how they have been made. • talk about their design and identify good and bad points.		ideas through talking, drawing and mock-ups. • select materials based on its properties from a limited range. • use scissors safely to cut paper and card. • name the tools that they are using. • demonstrate a range of cutting and shaping techniques such as tearing, folding and curling. • assemble, join and combine materials using glue and paper fasteners. • explore existing products and investigate how they have been made. • talk about their design and identify good and bad points.		(meat), fruits and vegetables. • cut, peel, grate and chop a range of ingredients safely and hygienically, with adult support. • measure or weigh using measuring cups or electronic scales. • follow rules for hygiene and safety. • talk about their design and identify good and bad points.
R.E	**What do people say about God?**					
	Christianity (God) *Children will investigate the question: Why do Christians say that God is a 'Father'?* *Children will:* • explore the Christian belief that God is like a good father. • think about how and why Christians might want to talk to God. • Look at words, rituals and items used in Christian prayer and suggest why these might be done or used. • Consider why love might be important to families and the roles people have within a family. • Think about their own role within the family and how	**Christianity (Jesus)** *Children will investigate the question: Why is Jesus special to Christians?* *Children will:* • Learn why Christians believe that Jesus was a special baby and a sign of God's love for humanity. • Be able to recall a simple version of the nativity story. • Be able to suggest why Christmas is special for Christians, identifying it as a religious festival. • Look at how religious beliefs in practices. • Learn why Christian communities often put on nativity plays at Christmas.	**Islam** *Children will investigate the question: How might beliefs about creation affect the way people treat the world?* *Children will:* • Learn that Muslims believe in one God (Allah) and that he created the world. • Suggest how Muslims might show respect for God by caring for the natural world. • Understand that Islam teaches that humans have a special role to be caretakers of the planet. • Think about how we should treat the environment and why this is important. • Explain what differences they can make in caring for our planet.	**Judaism** *Children will investigate the question: Why might some people put their trust in God?* *Children will:* • Learn that Jewish people believe that they can put their trust in God. • Explore how people such as Noah and Abraham and put their trust in God. • Learn about the festival of Sukkot and how this is a time when Jews thank God for looking after them. • Think about how celebrations might be a way to remind people of important events and beliefs. • Think about why people make promises and then	**Hindu Dharma** *Children will investigate the question: What do Hindus believe about God?* *Children will:* • Learn that Hinduism teaches that there is one God who is shown in many forms. • Explore the Hindu idea that God is present in all living things. • Investigate the use of murtis in Hindu worship. • Explore how symbolism, imagery and stories are used to teach beliefs about the deities. • Explore the different roles people have and consider why people may seem different in different situations.	**Christianity (Church)** *Children will investigate the question: How might some people show that they 'belong' to God?* *Children will:* • Learn about the Christian belief that the church community is like a family. • Think about why it might be important to welcome new members into the Church family • Investigate features of a baptism service, including any symbolic aspects • Discuss what we mean by family and why it is important to have a sense of belonging. • Think about where they belong and what effects their identity.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	they can support their family.	• Explain why babies are special and how we can give babies love and care. • Consider why we should help others who cannot take care of themselves.		consider what types of promises we might make. • Explain what is trust and what makes people trustworthy.	• Investigate the different symbols people might use to show their identity. • Discuss and think about the different roles they have and how they express their own identity.	
Music	**Round and Round from Charanga** • Children explore Bossa Nova music whilst exploring the dimensions of music.	**Christmas songs.** • Children learn to sing simple Christmas Songs in preparation for a performance. • They develop their understanding of pitch through the use of the parachute and chime bars. • Progression snapshot 1 Rain is Falling Down	**In The Groove from Charanga** • Children explore a wide range of music styles whilst singing and playing percussion instruments.	**Hey You! From Charanga** • Children sing, rap and play instruments whilst exploring HipHop music.	**Glockenspiel Stage 1 from Charanga** • Children begin reading music through learning to play the glockenspiel.	**Musitrax Sing 1** • So Mi • La So Mi • Children learn to sing simple songs using so-mi and to play the melodies on chime bars.
P.E	**FMS – Underarm throw** *Children will learn to:* • Demonstrate an overarm throw with some accuracy at different targets. • Show a side gallop. • Demonstrate simple tactics in a game. **Supertato** *Children will learn to:* • Show an egg and pencil roll with some co-ordination. • Demonstrate jumping off a bench and landing on two feet. • Demonstrate rolling a ball through a target with some accuracy and control.	**Gymnastics (1)** *Children will learn to:* • explore and demonstrate different travelling actions with a roll (pencil & egg) • demonstrate jumping from two feet to two feet. • Create and develop a simple sequence to include a travel, jump, shape and roll both on the floor and on apparatus. **FMS – Zog** *Children will learn to:* • Show the skill of running and changing direction quickly. • Demonstrate the skill of jumping as far as possible whilst landing with safely and with control. • Demonstrate the skill of hopping.	**Gymnastics (2)** *Children will learn to:* • Create sequences that include a travel, jumps, rolling actions and balances on large and small body parts. • Show the skills of combining travelling, rolling, balancing and jumping into a sequence using apparatus. **Dance – Toy Story** *Children will learn to:* • Link movements to show different characters of toys. • Link travel, turn and stillness within a sequence depicting a different mood. • To work as a group to create a sequence.	**FMS – Catching & Bouncing a Ball** *Children will learn to:* • Catching and bouncing a ball with some accuracy • Show a simple tactic in a game. • Apply a simple tactic in a game. **FMS – Rolling a ball** *Children will learn to:* • Rolling a ball with some accuracy. • Rolling different equipment with some accuracy. • Roll equipment in different ways with some accuracy. • Demonstrate a simple tactic within a rolling game. • Show two simple tactics in a game.	**Athletics** *Children will learn to:* • Show a hopping skill with rhythm • demonstrate rolling a ball with some accuracy and control. • running and changing direction quickly. • Show good posture whilst running quickly. • Complete a running and jumping course. **Dance – Fire, Fire** *Children will learn to:* • Experiment with travelling dances, whilst creating their own movements. • Learn and perform as a group a dance performing movements in the correct order. • Create ways to move around obstacles. • Develop their stillness and balancing skills. • Tell a story through movement using expression.	**Lost & Found** *Children will:* • demonstrate & develop the skill of underarm, overarm throwing, hopping and skipping. • demonstrate & develop the skill of catching and bouncing a ball, kicking and rolling a ball, running and jumping. **FMS – Kicking** *Children will learn to:* • Explore different ways of kicking a ball • To kick a ball with increased accuracy • To receive a kick with control • To intercept a ball • To explore kicking with a variety of equipment • To choose skills effectively for a game

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE & RSE	**Our World: Growing in Our World** *Children will:* • Understand the needs of a baby. • Be able to recognise what you can do for yourself now that you are older. • Be able to describe the common features of a family life. • Recognise the ways in which their family is special and unique.	**Keeping Safe: Road Safety** *Children will:* • Understand why it is important to stay safe when crossing the road. • Be able to recognise a range of safe places to cross the road. • Understand the differences between safe and risky choices • learn different ways to help them keep safe.	**Computer Safety: Online Bullying** *Children will:* • Understand how online activity can affect others. • Be able to identify the positive and negatives of using technology. • Know who and how to ask for help. • Be able to recognise kind and unkind comments.	**Keeping / Staying Healthy: Washing Hands** *Children will:* • Understand why we need to wash our hands. • Know how germs spread and how they affect our health. • Be able to practise washing their hands. • Know the differences between healthy and unhealthy choices.	**Relationships: Friendships** *Children will:* • Understand how to be a good friend. • Be able to recognise kind and thoughtful behaviours • Understand the importance of caring about other people's feelings. • Be able to see a situation from another person's point of view. **Feelings and Emotions: Jealousy** *Children will:* • Be able to recognise emptions and their physical effects. • Know the difference between pleasant and unpleasant emotions. • Learn a range of skills for coping with unpleasant/uncomfortable emotions. • Understand that feelings can be communicated with and without words.	**Being Responsible: Water Spillage** *Children will:* • Know how they can help people around them. • Understand the types of things they are responsible for. • Know and understand the importance of preventing accidents. • Be able to recognise the differences between being responsible and irresponsible. **Fire Safety: Hoax Calling** *Children will:* • Understand the importance of being responsible and how our actions/choices can affect others. • Know what a 'hoax call' is and why it can be risky. • Understand why our emergency services are an important part of our community. • Be able to show their knowledge of fire safety to others.