Springhill Catholic Primary School - Year 1 Curriculum Map 2023-24

This planner is our aim for the year, however the themes/topics shown may change according the children's needs and interests.

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	Creation The Rosary	Prayers, Saints and Feasts Advent	Christmas Revelation	Lent Holy Week	Easter Pentecost and Mission	Pentecost and Mission Sacraments
Other faiths	Judaism (praise)	Islam (prayer)	Sikhism (Guru Nanak)	Sabbath (multi-faith)	Hinduism (Diwali and the story of Rama and Sita)	
British Values	British Values Overview What are the 5 British Values?	Tolerance and Respect	Individual Liberty	Tolerance and Respect	Rule of Law	Democracy
	<u>Phonics (reading and writing)</u> Phonics teaching incorporates both reading and spelling; however, reading ability is almost always ahead of spelling ability. As such, children will revise sounds that they can read but with a focus on spelling. Below the order of sounds teaching is set out. This is a guide and each group's teaching will be based on assessment of what they already know and any gaps in previous learning.					
Phonics (may be taught in different order based on AfL)	<u>Phase 5a</u> Revise phase 4 adjacent consonants ay y (try) ou ea oy ir a_e	<u>Phase 5a</u> a_e ie i_e oe o_e ore e_e ew ue u_e wh ow ey	<u>Phase 5 (b)</u> soft c 'ce' soft c 'ci' soft c 'cy' ice ace tch au augh i (find) o (old) wa ph aw ui (oo as in juice)	<u>Phase 5 (b)</u> ge *dge* *ea (e as in head)* *ou (oo as in soup)* *ui (build)* *gi* *u (oo as in put)* *ch (k as in echo)* *o (u as in work)* *ch (sh as in machine)* *ou (oa as in mould)* *u (yoo as in unit)*	<u>Phase 5 (c)</u> ie (ee as in chief) ion tion sion ure ('shure') ure ('chure') ure ('zhure')	<u>Phase 5 (c)</u> eigh kn *wr* *mb* *gn* *sc* *que (unique)* *ci (sh as in special)* *tial (sh as in initial)* *ious* *al*
Reading	Apply phonic knowledge to decode words (level of texts progresses throughout the year) Read with appropriate intonation and expression. Retell some familiar stories that have been read, becoming very familiar with key stories, fairy stories and traditional tales. Check that the text makes sense. Listen to stories, poems and non-fiction that cannot yet be read independently. Discuss word meanings. Reading comprehension with a short text and retrieval questions.					

	The Smartest Giant in Town (Julia Donaldson) The Giant Jam Sandwich (Janet Burroway and John Vernon Lord) How to be a Viking (Cressida Cowell) Burglar Bill (Allan and Janet Ahlberg) Six Dinner Sid (Inga Moore) Owl Babies (Martin Waddell) <u>Poetry</u> A Baby Sardine (Spike Milligan)	Pumpkin Soup (Helen Cooper) Where the Wild Things are (Maurice Sendak) The Gruffalo's Child (Julia Donaldson) Lost and Found (Oliver Jeffers) Farmer Duck (Martin Waddell) The Jolly Christmas Postman (Allan and Janet Ahlberg) <u>Poetry</u> Night Comes (Betrice Schenk de Regniers)	I'm in Charge (Jeanne Willis) The Snail and the Whale (Julia Donaldson) The Princess and the Peas (Cary Hart) Alfie – Alfie's Feet (Shirley Hughes) The Emperor of Absurdia (Chris Riddell) I Love my Hair (Natasha Tarpley) <u>Poetry</u> The Tiger (Edward Lucie-Smith)	Tiddler (Julia Donaldson) The Wawel Dragon (Justyna Majewska) Can't you sleep, Little Bear? (Martin Waddell) Ruby's Baby Brother (Kathryn White) The Toucan Brothers (Tor Freeman) The Lion Inside (Rachel Bright) <u>Poetry</u> The Monster Under Your Bed (Clare Bevan)	Meerkat Mail (Emily Gravett) Billy and the Beast (Nadia Shireen) Funnybones (Alan Ahlberg) The Singing Mermaid (Julia Donaldson) The Swirling Hijab (Na'iam Robert) The Two Stubborn Pirates (Oakley Graham) <u>Poetry</u> I've Got a Cold (Roger McGough)	The Emperor's Egg (Martin Jenkins) The Invisible (Tom Percival) The Name Jar (Yangsook Choi) Frockodile (Jeanne Hanson) The Wonder (Faye Hanson) Paddington at St.Paul's (Michael Bond) <u>Poetry</u> Brother (Mary Ann Hoberman)
Writing	-structured sentences: *'I can see', 'This is a', 'Here is a'* -capital letters and full stops -letter formation **Simple sentences/ retell simplified stories:** Meg in the forest The Smartest Giant in Town Dear Zoo Class Three at Sea **A** Whatever Next!	-capital letters and full stops -letter formation **Retell simple stories:** Rosie's Walk The Enormous Turnip The Three Little Pigs **A** The Jolly Postman	-retell -openers -letter formation **Retell:** The Nativity Little Red Riding Hood **Class Three at Sea** **A** The Ugly Duckling **A** *The Good Samaritan*	-retell -character description -diary entry AA -openers -letter formation **Retell:** Farmer Duck The Magic Porridge Pot Zacchaeus **A** The Hare and the Tortoise	-retell -character description -diary entry -conjunctions: 'and', 'but', 'because' -letter formation **Retell:** Hansel and Gretel The Tiger who came to Tea **A** The Three Billy Goats Gruff	-retell -diary entry -character description -conjunctions: 'and', 'but', 'because' -letter formation **Retell:** Lost and Found After the Storm – Percy the Park Keeper **A** Jack and the Beanstalk
	Maths (mental/oral at the start of each lesson)					

Maths	- count to 35/45/55 forwards and backwards - sequence events in order - days of the week - months of the year	- count to 65/75 forwards and backwards - count in tens forwards and backwards - name and describe properties of common 2d shapes in different orientations (square, rectangle, circle, triangle)	- mentally add 2/3 to any number to 50 - count to 100 forwards - count in twos starting at 0 - count in twos starting at 1 - count in fives	- count to 100 forwards and backwards - name and describe properties of common 2d shapes including irregulars (pentagon, hexagon and octagon)	- double numbers to 10 - ordinal numbers - continue pattern	- one more/one less to 100 - mentally add 2/3 to any number to 100 - mentally add any 1-digit number to 2-digit number to 100
	Place Value to 20: 4 weeks - count to 20 forwards and backwards - read and write numbers to 20 in numerals -one more/one less to 20 - number sequences to 20 -order numbers - use language of *equal to, more than, less than, most, least* and symbols < = > **Addition/ Subtraction: 3 weeks** -equals/addition/ subtraction signs and concepts Part part whole -add and subtract two 1-digit numbers -add subtract within 20 (number track)	**Place value to 50: 3 weeks** - count to 50 forwards and backwards - read and write numbers to 50 in numerals - one more/one less to 50 - number sequences to 50 -order numbers **Addition/ Subtraction: 3 weeks** - number bonds to 5 - Recap part part whole - language of addition and subtraction - missing number **Addition/ Subtraction: 1 week** -add/subtract 2-digit number and 1-digit number (to 50) on number track	**Place Value/Measure: 2 week** - count in tens - measure using standard units - record lengths and heights *(language)* - compare heights/ weights (*language*) **Place Value: 1 week** -represent 2-digit number (tens only) with equipment -represent 2-digit numbers to 50 with equipment **Addition/ Subtraction 2 weeks** - number bonds to 10 -missing number -link to bigger numbers -link to adding tens to make 100 **Multiplication: 2 weeks** -Double numbers to ten -recognise equal groups -Add equal groups	**Place Value/ Measure: 2 weeks** - count in twos (even) -count in twos (odd) - measure (standard units) **Place Value/ Measure: 1 week** - count in fives **Place Value to 100: 2 weeks** - count to 100 forwards and backwards -read and write numbers to 100 in numerals -one more/one less to 100 -number sequences to 100) -order numbers **Shape: 1 week** - describe properties of 2d shapes (sides, vertices, corners)	**Measure 1 week** -recognise the value of different coins and notes **Addition/ Subtraction 2 weeks** - add/subtract 2/3 to 100 mentally (incl crossing tens) **Division 1 weeks** -make equal groups (sharing) -make equal groups (grouping) **Measure – mass and volume 1 week** -heavier and lighter -measure mass -compare mass	**Addition/Subtraction: 3 weeks** - add 2-digit number and 1-digit to 100 (not crossing ten) - add multiples of ten to other multiples of 10 (using number bonds) -add multiples of ten to any 2-digit number **Place Value to 100: 1 week** -estimate values on number line to 100 **Fractions – 1 week** -whole, half, quarter of shapes -whole, half, quarter of numbers **3D shape – 1 week** - describe properties of 2d shapes (sides, vertices, corners)
Science	**Seasonal Changes (P)** Using both the school grounds and Southampton Common, seasonal changes will be observed across the year. This will involve charting temperature and rainfall, and sketching changes of the same area throughout the seasons.					
	Everyday materials (C)		**Animals including humans (B)**		**Plants (B)**	

	- Which materials are used to make objects around us? - Use sense of touch to describe materials - What are the properties of different materials? - Which different materials are used for houses? - How are materials chosen for objects? - How can we waste less paper?		- What are the parts of the human body called? - What are the five senses and what are the body parts for each sense? - What are the body parts of different animals called? - How should we look after a pet dog? - How do animals use their body parts? - What is the life cycle of a butterfly? Topic enrichment with animal encounter at school		- What is a plant and what are the different parts? - What are the most common wild plants in my area? - What do roots do? - How do seeds change as they grow? - What are deciduous and evergreen trees?	
Computing	**<u>Computing systems and networks – Technology around us</u>** Develop your learners' understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.	**<u>Creating media – Digital Painting</u>** Explore the world of digital art and its exciting range of creative tools with your learners. Empower them to create their own paintings, while getting inspiration from a range of other artists. Conclude by asking them to consider their preferences when painting with, and without, the use of digital devices.	**<u>Programming A – Moving a robot</u>** This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.	**<u>Data and information – Grouping data</u>** This unit introduces pupils to data and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.	**<u>Creating media – Digital writing</u>** This unit promotes learners understanding of the various aspects of using a computer to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.	**<u>Programming B – Programming animations</u>** This unit introduces learners to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.
Geography		**<u>UK and our school (fieldwork)</u>** - where we live - name and locate the four countries of the UK - directional language (follow/create directions - sketch map and key - land use - physical and human features - change in land use - aerial photos - fieldwork (identify problems in school grounds) - fieldwork (suggest improvements)		**<u>Weather/Seasons (science link)</u>** - name the four seasons - link weather to seasons - link clothes to seasons - observe change in plants across seasons - measure rainfall and temperature - measure wind speed		

		- why we need trees - settlements (village, town, city), physical features (valley, river, beach, ocean) and human features (shop, farm, factory, office)				
History	**<u>The Seaside</u>** - What were holidays like 100 years ago? - How do we know what holidays were like 100 years ago? - Why did people go to the seaside in the past? - How have seaside holidays changed? - How were holidays different for rich and poor Victorians? - How has where we go on holiday changed (data collection)?				**<u>Schools- past and present</u>** - Why didn't all children go to school? - What changed so that more children went to school? - What did children learn in Victorian schools? - What were Victorian classrooms like? - How have schools changed over time? - What are schools like in different parts of the world nowadays? Topic enrichment with Victorian school visit to Beaulieu (Victorian classroom and drama)	
Art	- observe and sketch using thick and thin lines - painting using secondary colours - observe and sketch patterns in the natural and man-made world - creating monoprints - draw a person using realistic proportions - create a collage of a person Topic enrichment with Southampton City Art Gallery visit to school				- create a wash with water colours - sketch in oil pastel inspired by Van Gough - create irregular patterns in the style of Van Gough - create a monoprint using different mediums - texture in clay - sculpture using 3D shapes from paper and foam	
DT			<u>Food</u> - sandwiches - design - skills for preparation of ingredients - prepare sandwich	<u>Safety Jacket</u> - choosing materials - join materials by stapling and weaving - use sticky materials to attach fabrics - develop own design ideas - use design criteria		<u>Moving Cards</u> - identify levers - attach and shape card - use a pivot to make a lever move and a linkage to join two levers movements - develop own design ideas - use design criteria -evaluate product using the design criteria as a checklist

				- evaluate product using the design criteria as a checklist - talk about their work and how they would improve it		- talk about their work and how they would improve it
PE	Games – striking with an implement and dribbling with an implement Gymnastics – flight Dance – expression and movement to show emotion		Games – dribbling with an implement and using a large ball with feet Gymnastics – points and patches Dance – use different movements, levels and expression to represent a character		Athletics – jumping, running and throwing Gymnastics – rocking and rolling Dance – create movements and shapes to represent characters	
PHSE	**Feelings** -likes and dislikes -types of feelings (nice and not nice e.g. happy/upset) -big feelings (anger) -worry **Relationships: Anti-bullying** -What is bullying and how does it feel? -kind and unkind behaviour	**Community and Wider World** -belonging to community (school) -being unique **Families, Friends and Safe Relationships** -special people in our lives -roles and responsibilities in families -treat others well -getting along with others in the classroom and in the playground	**Healthy Lifestyles** -healthy bodies -exercise -sun safety -different types of play (screen time) **Medicines and Drugs** -different types of medicines -safe and unsafe on skin	**Keeping Safe** -safer strangers -what to do when we feel unsafe -what to do if we get lost - rules keep us safe **Living in the Wider World** -our strengths and our jobs -how we get money -uses of money	**Growing and Changing** -how we change over time -making change happen -change is needed -growth mindset	**Transition to Y2** -preparing for change -worries and fears -visit new teacher -helping others with change
Music	**Singing** - chants and rhymes **Listening** **-** Classical **Musicianship** - pulse/beat - rhythm	**Singing** - Christmas songs repetition and rhyme - verse/chorus **Listening** **-** Christmas (traditional music) - how music differs at this time of year **Musicianship** - pitch	**Singing** - long and short sounds - echo singing **Listening** - Samba and Blues **Musicianship** - long and short sounds - duration **Composing** - create sequences of long and short sounds.	**Singing** - songs with a range of pitch and actions **Listening** - Classical **Musicianship** - pitch - hold and use percussion instruments correctly **Composing** - create sound effects and sort sequences	**Singing** - action songs **Listening** - Classical **Musicianship** - percussion sounds to enhance story telling - ascending notes - dynamics: fast/slow, loud/quiet - beats and rhythms to replicate sounds **Composing** **(Jack and Beanstalk)**	**Singing** - songs to control vocal pitch and match the pitch they hear - songs from memory - verse chorus structure - singing to perform **Listening** - pop music **Musicianship** - pitch

					- create musical sound effects and short sequences to accompany a story - create and perform own rhythmic patterns	