ST MARGARET'S CALNE
CO-EDUCATIONAL NURSERY & PREP

Year 1 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Count, read and write numbers to 20 in numerals and words Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Know that + and – are inverse operations +/- to 10 Identify and represent numbers using concrete objects and pictorial representations including the number line To learn the appropriate positional language (ordinal numbers) for up to 10 positions Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = o – 9		Number Bonds within 40 Recognise, describe and name common 2-D and 3-D shapes Measure and begin to record: lengths and heights Identify odd and even numbers. Use comparative language +/- to 20 Use and apply number bonds and visual representations to solve word problems Identify equal groupings as the first step in multiplying		Count on or back in twos or tens from any number up to and across 100 Recognise and know money Count in 2s and 10s from zero and make connections Recognise and extend simple patterns Count, read and write numbers to 100 in numerals and 1-20 in words Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays Language of time and associated sequencing Recognise, find & name a half as one of two equal parts of an object, shape or quantity	

	Place Value of tens and ones Describe position/ direction/movements				Recognise, find and name a half and quarter Tell the time to the hour, half past, and quarter past/to the hour Measure and begin to record: mass/weight; capacity and volume; time	
	Priority is given to mental arithmetic, problem solving and reasoning throughout the academic year.					
English	Recount writing: Hook Day Parts by Tedd Arnold (Fiction - Entertain/Inform) I Like to Put Food in My Welly by Joan Sweeney (Fiction - Poetry/Rhyme)	Percy the Park Keeper: The Treasure Hunt by Nick Butterworth (Fiction Narrative) Percy's Friends by Nick Butterworth Trip Recounts	Recount writing: Hook Day A to Z of dinosaurs By Dustin Growick (Non-fiction – writing to inform) Flip Flap Dinosaurs by Axel Scheffler (Fiction - Poetry/Non-chronological reports)	The King Who Banned the Dark by Emily Haworth-Booth (Fiction - writing to entertain) The Big Book of the UK by Imogen Russell Williams (Non-fiction - Non-chronological report)	See Inside Castles by Katie Daynes (Non-fiction - Information Text/Non-chronological report) Zog (Fiction - Narrative)	Seaside Holidays Then & Now by Clare Hibbert (Non-fiction - Information Text/Non-chronological report)
	Comprehension skills and spelling are taught throughout the year within English lessons and guided reading sessions alongside Accelerated Reader. Spelling, punctuation and grammar skills are embedded in English lessons throughout the year.					

Wider Curriculum	Marvellous Me! (Science Focus – Animals Including Humans)	Park Life (Geography Focus – Human & Physical and Science Focus - Seasonal Changes & Animals)	Dinosaur Detectives (Geography – Human & Physical and Science Focus – Seasonal Changes & Animals)	Rule Britannia! (History/Geography Focus - Significant Individuals)	Castle Capers (History Focus - Significant Individuals)	Beside the Seaside (Geography/Science Focus)
	In this topic children will celebrate diversity and individuality through learning all about themselves. They will learn to identify and describe a range of body parts, including major organs and find out how they work. They will learn to name, explore and compare their 5 senses.	Through a series of lively activities children will build upon their knowledge of parks in their local area. They will explore features of parks and develop their geographical skills. Children will make a park model and present their research and findings in a park exhibition!	As a ***detective***, students will learn all about beasts that have either roamed our planet or our imaginations. Whilst initially focusing on dinosaurs, they will also step into the shoes of Mary Anning to see how she discovered more about life at this time from fossils unearthed and become paleontologists themselves. Following this, the children will test their imagination by	As guests at The King's Birthday Tea Party the pupils will be introduced to the life of King Charles III. As they progress through the term they will explore the United Kingdom by visiting England, Scotland, Wales and Northern Ireland (learning about historical figures, Saints' days, flags and flowers, language and capital cities in each). Along the way they will begin to make comparisons between different aspects	As a ***member of the castle household*** pupils will learn all about castles and castle life under the rule of William the Conqueror. They will learn about different castles and main parts of a castle. Whilst focusing on castle life the children will adopt their chosen household role and make comparisons with the role of other members of the castle. The children will build on their acquired knowledge of castle life to make food and entertainment preparations for a castle banquet.	In this topic children will explore several aspects of life 'Beside the Seaside'. They will 'dip their toes' into life then and now before embarking on a visit to the seaside, to explore human and physical features and to find out what lives beside the seaside. Their knowledge will be deepened through researching a UK seaside resort. Before they leave they will take part in puppet shows to showcase their learning.

			creating their own marvellous, mythical creature.	of UK life, including food. This pupils will then make preparations for showcasing k nowledge of one of the countries through their group entry into Britain's Got Talent!		
Art	**Mark Making** Learn how to use lines to make different marks. How to use mark making to add texture and detail to a drawing or painting **Skills:** Using scissors and glue, mark-making, 3D sculpture, sketching, blending, painting, colour mixing, texture.		**Animals/Insects** Learn how to use different materials and techniques to draw/ paint and create animals. **Skills:** Drawing, collage, painting, printing (block & mono), design work, 3D design, composition,		**Nature** Use Nature's patterns, colours and textures to inspire your artwork. **Skills:** Observation, drawing, mark-making, design, pattern, shape, form, scale, weaving .	
RE	**Creation Story** Key Question: Does God want Christians to look after the world?	**Christmas** Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	**Jesus as a Friend** Key Question: Was it always easy for Jesus to show friendship?	**Easter – Palm Sunday** Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	**Shabbat** Key Question: Is Shabbat important to Jewish children?	**Rosh Hashanah & Yom Kippur** Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?

PSHE	Me & My Relationships	Rights & Respect	Valuing Difference	Being my Best	Keeping Safe	Growing & Changing
MFL	Practise numbers up to 20. Ask someone how he/she is feeling. Say you are well/unwell. Identify and recall parts of the face and body. Name some family members Understand how to use "mon" and "ma" correctly depending on genders. Identify some words related to parks and their play equipment. Understand how to ask where things are. Say what is in the park using "there is". Talk about what is in the park (animals and vegetation). Talk about Christmas and identify some Christmas related vocabulary.		Talk about the New Year Reinforce numbers up to 20 Practise the key questions about name, age and place of residence. Understand some details about our dinosaurs: name, age and where they live. Identify and recall colours in French. Talk about what dinosaurs eat. Identify and name various parts of a dinosaur's body. Recognise and recall the key words in the Little Red Riding Hood. Revise some members of the family and parts of the body. Identify some words for clothes. Say what colour a particular item of clothing is. Talk about Easter and identify some Easter related vocabulary		Count up to 20. Name some people who live in a castle (royals). Recall various "learner-friendly" foods and drinks for a banquet or picnic. Ask someone if they would like a particular food/drink. Say you would like a particular food or drink. Recognise and name some fruits. Ask somebody if they like a particular fruit. Express simple opinions. Take part in a simple shopping conversation.	
Computing	**Building Independence** Navigating computers. Saving and opening files. **Digital Painting** Explore drawing programmes. Select tools. Digital painting inspired by artists.		**Programming** Move a robot using commands. Explore algorithms. Predict outcomes. **Digital Writing** Formatting text. Compare digital and non-digital writing.		**Programming Animations** Explore programmes and modify. Create own programmes. Selecting sprites and backgrounds. **Grouping Data** Understnading data and information Sorting and labelling groups	

	Online Safety – Taught across the year, covering topics such as understanding identities, knowing how to get help, using technology to communicate, asking permission, saying 'no'. **Typing skills** – finding the letter keys, using both hands and the space bar.		
Music	**Pitch and Pulse** Listen to and talk about the tempo and pitch of music both live and recorded Learn about relationship between size and pitch in instruments Begin to move, sing and play within the pulse in dance and instrumental accompaniments Learn to sing with increasing control of pitch**,** pulse and rhythm Learn to perform confidently and expressively in front of an audience Link to topic: listening skills, body percussion and vocal sounds (Marvellous Me)	**Long and Short, Timbre** Listen with concentration and discuss the timbre and duration patterns of live and recorded music Explore and describe body percussion sounds and a range of instrumental sounds, playing musically and creatively Learn some names of key instruments Create, notate and perform patterns of long and short sounds Link to topics: Dinosaur songs and composition (Dinosaur Detectives); British folk songs and a royal march (Rule Britannia)	**Loud and Quiet, Patterns (Structures)** Play a range of instruments and sing expressively by controlling volume carefully Play and sing by copying, improvising and from simple notation Listen with concentration and understanding to a wider range of high-quality live and recorded music Select and combine patterns of sound in simple structures Link to topics: Castle songs and word pattern activity, music for the banquet (Castle Capers); seaside songs, listening and composition (Beside the Seaside)
Sport	Hockey: dribbling, receiving and sending the ball. Football: dribbling, receiving and passing the ball Dance: music and movement, gesture and stillness, travel, jump, turn	Rugby: carrying, passing and receiving the ball Ball Skills: rolling, throwing, receiving, catching and bouncing, as individuals and in small games Gym: movement and directions. Use of small apparatus.	Starting games: bowling, catching, aiming and fielding incorporating aspects of cricket, tennis Athletics: running, jumping, throwing Swimming: races, distances, stroke development

	Swimming: water safety, water entry, stroke development focusing on technique Climbing: All	Swimming: water confidence, aquatic skills, stroke development, sculling	