

Autumn 1st Half – Here Come the Aliens National Curriculum Objectives Covered this Half Term	
English	<ul style="list-style-type: none"> • Responds to what they hear with relevant comments, questions or actions (ELG) • Answer 'how' and 'why' questions in response to stories and events (ELG) • Listens attentively in a range of situations (ELG) • Expresses his/herself effectively, showing awareness of listeners' needs (ELG) • Writes simple sentences which can be read by themselves and others (ELG) • When writing, some words are spelt correctly and others are phonetically plausible (ELG) • Can write some irregular common words (ELG) • Uses their phonic knowledge to write words in ways which match their spoken sounds (ELG) <p>Spoken Language (Key Stage 1)</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • participate in discussions, presentations, performances, role play, improvisations and debates <p>Writing: Transcription</p> <ul style="list-style-type: none"> • naming the letters of the alphabet in order • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Writing: Handwriting</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form digits 0-9, form capital letters <p>Writing: Composition</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Writing: Vocabulary, Grammar & Punctuation</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • beginning to punctuate sentences using a capital letter and a full stop, • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Maths	<ul style="list-style-type: none"> • Place numbers 1-20 in order (ELG) • Count reliably with numbers from 1 – 20 (ELG) • Say which number is one more or one less than a given number to 20 (ELG) • Using quantities and objects, they add 2 single-digit numbers and count on to find the answer (ELG) • Uses everyday language to talk about size (ELG) • Uses everyday language to talk about weight (ELG) • Count to and across 100, forwards and backward, beginning with 0 or 1, or from any given number • Count in multiples of 2s and 10s • Compare, describe and solve practical problems for length and heights and mass and weigh • Read, write and interpret mathematical statements involving + - = signs • Represent and use number bonds and related subtraction facts within 20 (focus up to 10) • Recognise and name common 2D shapes
Science	<ul style="list-style-type: none"> • Knows about similarities and differences between themselves and others (ELG) • Knows other children don't always enjoy the same things, and are sensitive to this (ELG) • Knows about similarities and differences among families, communities and traditions (ELG) • Knows about similarities and differences in relation to places, objects, materials and living things (ELG) • I can name the parts of the human body <p>Animals (including humans)</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Art	<ul style="list-style-type: none"> • Experiment with colour, design, texture, form and function (ELG) • Represent their own ideas, thoughts and feelings through art (ELG) • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
History	<ul style="list-style-type: none"> • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

YEAR 1 CURRICULUM MAP

	<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. (Neil Armstrong)
Geography	<ul style="list-style-type: none"> Talks about the features of their own immediate environment and how environments may vary from one another (ELG) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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.
Computing	<ul style="list-style-type: none"> Selects and uses technology for particular purposes (ELG) use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
DT	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques (ELG) Represent their own ideas, thoughts and feelings through design and technology (ELG) <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Make</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Cooking and nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.
Music	<ul style="list-style-type: none"> Makes music and experiments with ways of changing it (ELG) Sings songs and experiments with ways of changing them (ELG) use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.
RE	<ul style="list-style-type: none"> What celebrations are important in religions and why (Harvest - Christianity)
PATHs	<p>Lesson 1: Circle rules Lesson 2: PATHs Animals Lesson 3: PATHs Pupil for Today Lesson 4: Compliments Lesson 5: We All Have Feelings Lesson 6: Happy Lesson 7: Sad Lesson 8: Twiggie Makes Friends Lesson 9: Compliments 2 plus Sharing Happy and Sad feelings Lesson 10: Angry 1 Lesson 11: Scared or Afraid</p>
SRE	Not taught in 2017

Year 1 Autumn 1st Half – Here Come the Aliens	
<p><u>Understanding of different cultures:</u></p> <p>Talking about culture of children and adults in the class – similarities and differences.</p> <p>RE - Harvest</p>	<p><u>Outdoor Learning:</u></p> <p>Hunt for aliens in school grounds</p> <p>Year 1 outside area regularly used to set learning challenges</p>
<p><u>Writing Across the Curriculum:</u></p> <p>Write to the aliens</p> <p>Design space fruit salad</p>	<p><u>High Challenge/ Greater Depth:</u></p> <p>Introduce chilli challenges</p> <p>Introduce independent challenges</p> <p>Research Neil Armstrong</p>
<p><u>Embedded ICT:</u></p> <p>Blogging and Apple TV – introduce this.</p>	<p><u>Visit or Visitors:</u></p> <p>Visit a supermarket to buy fruit</p> <p>Wymondham Abbey trip for Harvest</p> <p>Road Safety team visiting</p>
<p><u>Healthy Schools Link:</u></p> <p>Space fruit salad</p> <p>Encourage children to try fruit each day for snack.</p>	<p><u>Other notes:</u></p>

Autumn 2nd Half – Light and Dark

National Curriculum Objectives Covered this Half Term

English	<p>Spoken Language (Key Stage 1)</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Writing: Transcription</p> <ul style="list-style-type: none"> spell common exception words naming the letters of the alphabet in order using -ing where there is no change to the root word write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Writing: Handwriting</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Writing: Composition</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Writing: Vocabulary, Grammar & Punctuation</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words beginning to punctuate sentences using a capital letter and a full stop, using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' joining words and joining clauses using and identify nouns, adjective and verbs
Maths	<ul style="list-style-type: none"> Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer (ELG) Recognise and name common 2D and 3D shapes including rectangles, squares, circles and triangles, cuboids, pyramids and spheres Describe position, direction and movement including whole, half, quarter and three quarter turns Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numerals from 1 to 20 in numerals and words Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Count in 5s Represent and use number bonds and related subtraction facts within 20 Add and subtract one digit and two digit numbers to 20, including 0.
Science	<p>Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the four seasons and describe weather associated with the seasons and how day length varies. <p>Working Scientifically (Key Stage 1)</p> <ul style="list-style-type: none"> observing closely, using simple equipment performing simple tests using their observations and ideas to suggest answers to questions <p>Everyday Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.

YEAR 1 CURRICULUM MAP

Art	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
History	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally (Gunpowder Plot) <i>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</i> <i>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i>
Geography	N/A
Computing	<ul style="list-style-type: none"> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
DT	<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria
Music	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.
RE	<ul style="list-style-type: none"> What some families believe about God, the natural world, human beings and significant figures (compare Christianity and Judaism) How and why some people pray or meditate, and what happens in a place of worship What celebrations are important in religions and worldviews and why How symbols and artifacts are used to express beliefs, including religious meaning and why they are used (Hanukkah – festival of light – 25th December) (Christmas – 25th December)
PATHs	<p>Lesson 12: My Feelings Lesson 13: Angry 2 Emotion sharing 2: Sharing Angry and Scared feelings Lesson 14: Twiggie learns to do Turtle Part 1 Lesson 15: Twiggie learns to do Turtle Part 2 Lesson 16: Turtle Technique Review Lesson 17: Appropriate Turtles 1 Lesson 18: Appropriate Turtles 2</p>
SRE	Not taught in 2017

Autumn 2nd Half – Light and Dark Autumn 2nd Half	
<p><u>Understanding of different cultures:</u></p> <p>Fireworks to celebrate different cultures</p> <p>Judaism and Christianity –beliefs of other people</p>	<p><u>Outdoor Learning:</u></p> <p>Year 1 outside area regularly used to set learning challenges</p>
<p><u>Writing Across the Curriculum:</u></p> <p>Designing and planning DT project</p> <p>Night time poems</p>	<p><u>High Challenge/ Greater Depth:</u></p> <p>Extend independent challenges.</p>
<p><u>Embedded ICT:</u></p> <p>Blogging</p> <p>Introduce Pic Collage as a way of recording activities – teacher led.</p>	<p><u>Visit or Visitors:</u></p> <p>Firefighter visit.</p>
<p><u>Healthy Schools Link:</u></p> <p>Snack challenge in class – try to eat a different fruit of vegetable each day</p>	<p><u>Other notes:</u></p> <p>Hedgehog sanctuary unable to visit this year.</p>

Spring 1st Half – Toys

National Curriculum Objectives Covered this Half Term

English	<p>Spoken Language (Key Stage 1)</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas participate in discussions, presentations, performances, role play, improvisations and debates consider and evaluate different viewpoints, attending to and building on the contributions of others <p>Writing: Transcription</p> <ul style="list-style-type: none"> using letter names to distinguish between alternative spellings of the same sound write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Writing: Handwriting</p> <ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Writing: Composition Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Writing: Vocabulary, Grammar & Punctuation Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. <p>Nelson Grammar:</p> <ul style="list-style-type: none"> Identify vowels Identify nouns Know the difference between a question and a statement Plurals
Maths	<ul style="list-style-type: none"> Recognise and use language relating to dates, including days of the week, weeks, months and years. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds) Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times Count to 40 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers from 1-40 in numerals and words. Identify and represent numbers using objects and pictorial representations. Given a number, identify 1 more or 1 less. Add and subtract one digit and two digit numbers to 20, including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.
Science	<p>Working Scientifically (Key Stage 1)</p> <ul style="list-style-type: none"> identifying and classifying using their observations and ideas to suggest answers to questions <p>Everyday Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials

YEAR 1 CURRICULUM MAP

	<ul style="list-style-type: none"> compare and group together a variety of everyday materials on the basis of their simple physical properties.
Art	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
History	<ul style="list-style-type: none"> <i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</i> <i>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</i> <i>They should use a wide vocabulary of everyday historical terms.</i> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Geography	N/A
Computing	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school
DT	<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria
Music	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.
RE	<ul style="list-style-type: none"> Where and how people belong and why belonging is important How and why some stories and books are sacred and important (Christianity – The Lost Sheep)
PATHs	<p>Lesson 19: Calm or Relaxed Emotion Sharing 3: Basic emotions Review lessons 14 and 15 Twiggle learns to do turtle Review lessons 17 and 18 Appropriate Turtles Lesson 20: Sharing and Caring 1 Lesson 21: Sharing and Caring 2 Lesson 22: Twiggle's Special Day Lesson 23: Advanced Compliments</p>
SRE	Not taught in 2017

Year 1 Spring 1st Half – Toys	
<p><u>Understanding of different cultures:</u></p> <p>Toys and games in different countries</p> <p>Christianity – stories people believe</p>	<p><u>Outdoor Learning:</u></p> <p>Playground games</p> <p>Year 1 outside area will be open regularly with independent challenges</p>
<p><u>Writing Across the Curriculum:</u></p> <p>Signs, labels and posters for toy museum</p>	<p><u>High Challenge/ Greater Depth:</u></p> <p>Extended pieces of writing about toys for the museum</p>
<p><u>Embedded ICT:</u></p> <p>Blogging</p> <p>Using video and internet to find out information (Magic Grandad)</p>	<p><u>Visit or Visitors:</u></p> <p>Parents to bring in favourite toys to tell us about?</p> <p>Toy museum visit?</p> <p>Local toy shop owner to visit?</p>
<p><u>Healthy Schools Link:</u></p> <p>Skip2Bfit challenge.</p>	<p><u>Other notes:</u></p>

Spring 2nd Half – Home and Away

National Curriculum Objectives Covered this Half Term

English	<p>Spoken Language (Key Stage 1)</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas participate in discussions, presentations, performances, role play, improvisations and debates <p>Writing: Transcription</p> <ul style="list-style-type: none"> spell words containing each of the 40+ phonemes already taught spell common exception words using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Writing: Handwriting</p> <ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. <p>Writing: Composition</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Writing: Vocabulary, Grammar & Punctuation</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.
Maths	<ul style="list-style-type: none"> Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half Count in multiples of twos, fives and tens Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
Science	<p>Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the four seasons and describe weather associated with the seasons and how day length varies. <p>Working Scientifically (Key Stage 1)</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment gathering and recording data to help in answering questions.
Art	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
History	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally (cultural stories) They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

YEAR 1 CURRICULUM MAP

Geography	<p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom: 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 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 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
Computing	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
DT	<p>Technical knowledge</p> <ul style="list-style-type: none"> explore and use mechanisms [for example, levers, sliders], in their products. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.
Music	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.
RE	<ul style="list-style-type: none"> What some families believe about God, the natural world, human beings and significant figures How and why some people pray or meditate, and what happens in a place of worship What celebrations are important in religions and worldviews and why How symbols and artifacts are used to express beliefs, including religious meaning and why they are used (Songkran – April 13th 2017 – water festival) (Easter - Christianity)
PATHs	<p>Lesson 24: Feelings Review Lesson 25: Making Choices Lesson 26: Solving Problems Lesson 27: Solving Problems with Friends Lesson 28: Comfortable and Uncomfortable Lesson 29: Different Types of Feelings</p>
SRE	<p>Not taught in 2017</p>

<p style="text-align: center;">Year 1 Spring 2nd Half – Home and Away</p>	
<p><u>Understanding of different cultures:</u></p> <p>Life in the UK</p> <p>Christianity and Buddhism – different beliefs</p>	<p><u>Outdoor Learning:</u></p> <p>Giant's Causeway challenge</p> <p>Physical and human features of the school.</p> <p>Year 1 outside area will be open regularly with independent challenges</p>
<p><u>Writing Across the Curriculum:</u></p> <p>Write to our pen pal at a city school?</p> <p>Write a non-fiction book about the UK</p>	<p><u>High Challenge/ Greater Depth:</u></p> <p>Whizzy readers group.</p>
<p><u>Embedded ICT:</u></p> <p>Pic Collage</p> <p>Blogging</p>	<p><u>Visit or Visitors:</u></p> <p>Visit to Norwich city? Or a city school? Or a tiny village school?</p>
<p><u>Healthy Schools Link:</u></p> <p>Food eaten in UK countries and how this fits in with a healthy diet.</p>	<p><u>Other notes:</u></p>

Summer 1st Half – How Does Your Garden Grow? National Curriculum Objectives Covered this Half Term

English	<p>Spoken Language (Key Stage 1)</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions speak audibly and fluently with an increasing command of Standard English gain, maintain and monitor the interest of the listener(s) participate in discussions, presentations, performances, role play, improvisations and debates select and use appropriate registers for effective communication. <p>Writing: Transcription</p> <ul style="list-style-type: none"> spell words containing each of the 40+ phonemes already taught spell the days of the week using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Writing: Handwriting</p> <ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. <p>Writing: Composition Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Writing: Vocabulary, Grammar & Punctuation Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or <u>exclamation mark</u> using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. <p>Nelson Spelling Pupil Book 1A – Unit 5 – ch, tch Pupil Book 1A – Unit 6 – s, es Pupil Book 1A – Unit 7 – ing, ed, er Pupil Book 1A – Unit 8 – er, est Pupil Book 1A – Check up 1</p>
Maths	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers from 1 – 100 in numerals and words Identify and represent numbers using objects and pictorial representations including the number line Use the language of; equal to, more than, less than, most, least Given a number, identify one more and one less Represent and use number bonds and related subtraction facts within 20 Add and subtract one digit and two digit numbers to 20, including 0. Read, write and interpret mathematical statements involving addition, subtraction and equals signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Science	<p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Working Scientifically</p> <ul style="list-style-type: none"> Observing changes over time Identifying and classifying <p>Science Week: Focus on what soil is made of, parts of the plant we eat and farming including tractors and sheep.</p>

YEAR 1 CURRICULUM MAP

Art	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
History	N/A
Geography	<p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom: <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West)
Computing	<ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school
DT	<p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, sliders,], in their products. <p>Cooking and nutrition</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.
Music	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.
RE	<ul style="list-style-type: none"> How and why some stories and books are sacred and important (Christianity – The Good Samaritan)
PATHs	<p>Lesson 30: Excited Lesson 31: Tired Lesson 32: Frustrated Lesson 33: Proud Emotion Sharing Session 4: Intermediate emotions Lesson 34: Love Lesson 35: Worried</p>
SRE	All objectives taught in summer term 2.

Year 1 Summer 1st Half – How Does Your Garden Grow?	
<p><u>Understanding of different cultures:</u></p> <p>Finding countries on map of where fruit is grown. Look at pictures/videos</p> <p>Farming around the world.</p> <p>Christianity - stories people believe</p>	<p><u>Outdoor Learning:</u></p> <p>Trees in the school grounds</p> <p>Planting in the poly tunnel</p> <p>Feeding lambs</p> <p>Year 1 outside area will be open regularly with independent challenges</p>
<p><u>Writing Across the Curriculum:</u></p> <p>Bean diaries</p>	<p><u>High Challenge/ Greater Depth:</u></p> <p>Whizzy Readers group</p>
<p><u>Embedded ICT:</u></p> <p>Pic Collage</p> <p>Blogging</p>	<p><u>Visit or Visitors:</u></p> <p>Visit Wymondham Garden Centre</p> <p>Green fingered parents to show us their gardens?</p> <p>Trip to Easton College Farm</p>
<p><u>Healthy Schools Link:</u></p> <p>Where our food comes from and parts of the plant we eat.</p> <p>Make a salad/ grow salad vegetables on our farm.</p>	<p><u>Other notes:</u></p>

Summer 2nd Half – We’re Going to the Zoo
National Curriculum Objectives Covered this Half Term

English	<p>Spoken Language (Key Stage 1)</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions gain, maintain and monitor the interest of the listener(s) participate in discussions, presentations, performances, role play, improvisations and debates select and use appropriate registers for effective communication. <p>Writing: Transcription</p> <p><i>Spell:</i></p> <ul style="list-style-type: none"> spell words containing each of the 40+ phonemes already taught spell common exception words spell the days of the week using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Writing: Handwriting</p> <ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Writing: Composition</p> <p><i>Write sentences by:</i></p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Writing: Vocabulary, Grammar & Punctuation</p> <p><i>Develop their understanding of the concepts set out in English Appendix 2 by:</i></p> <ul style="list-style-type: none"> joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. <p>Nelson Grammar Pupil Book 1B Unit 10 – joining words Pupil Book 1B Unit 13 – opposites (Pupil Book 1B – Unit 27 – un beginnings) Pupil Book 1B Unit 14 – naming words</p> <p>Nelson Spelling Pupil Book 1B – Unit 15 – y endings Pupil Book 1B – Unit 22 – air, ear, are Pupil Book 1B – Unit 24 – days of the week Pupil Book 1B – Unit 25 – compound words Pupil Book 1B – Check up 2</p>
Maths	<p>Measurement: Money</p> <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems <p>Measurement: Weight and Volume</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for mass/weight (for example, heavy/ light, heavier than, lighter than); capacity and volume (for example, full/ empty, more than, less than, half, half full, quarter) Measure and begin to record mass/weight, capacity and volume
Science	<p>Working Scientifically (Key Stage 1)</p> <ul style="list-style-type: none"> identifying and classifying using their observations and ideas to suggest answers to questions <p>Animals (including humans)</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores

YEAR 1 CURRICULUM MAP

	<ul style="list-style-type: none"> describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
Art	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
History	N/A
Geography	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
Computing	<ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
DT	<p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, sliders] in their products
Music	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
PE	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.
RE	???
PATHs	<p>Lesson 36: Disappointed Lesson 37: Jealous Lesson 38: Furious Lesson 39: Guilty Lesson 40: Generous Emotion Sharing Session 5: Advanced Emotions Lesson 43: Ending and Transitioning</p>
SRE	<p><u>Growing and Caring for Ourselves</u> Lesson 1: Know how to keep clean and look after oneself Lesson 2: Understand that babies become children and then adults Know the difference between boy and girl babies Lesson 3: Know there are different types of families Know which people we can ask for help Vocabulary: clean, similar, different, boy, girl, male, female, private parts, penis, vagina</p> <p><u>Medicines and People Who Help Us</u> Lesson 1: Understand how to look after our bodies Lesson 2: Know how medicines get into our bodies Know why people use medicines Understand that some people need to take medicines all of the time to stay healthy Lesson 3: Know when we should take medicines and when we should take them Know the rules about medicines Vocabulary: un/healthy, un/well, ill, drug, medicine, tablet, injections, inhaler, adult, stranger, doctor, nurse, dentist, hospital</p>

Year 1 Summer 2nd Half – We're Going to the Zoo	
<p><u>Understanding of different cultures:</u></p> <p>Zoos in different countries – what do they look like? Endangered animals.</p>	<p><u>Outdoor Learning:</u></p> <p>Year 1 outside area will be open regularly with independent challenges Pond dipping/ look for frogs in forest school</p>
<p><u>Writing Across the Curriculum:</u></p> <p>Zoo leaflets Animal poems</p>	<p><u>High Challenge/ Greater Depth:</u></p> <p>Whizzy maths/ readers depending on needs of cohort</p>
<p><u>Embedded ICT:</u></p> <p>Pic Collage Book Creator Blogging</p>	<p><u>Visit or Visitors:</u></p> <p>Banham Zoo trip Parents to bring in pets to show animal classes</p>
<p><u>Healthy Schools Link:</u></p> <p>Sports week – healthy eating and exercise</p>	<p><u>Other notes:</u></p>