

# Class Curriculum Map - Year 1

	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Maths</b>	<p><b>Number and Place Value</b> - Sorting objects, counting objects to 10, counting and writing numbers to 10, counting backwards from 10 to 0, counting one more and one less, comparing and ordering groups of objects to 10, comparing and ordering numbers to 10, using ordinal numbers.</p> <p><b>Addition and subtraction</b> - Using a number line, using a part-whole model, number bonds and related number facts, finding parts and wholes, subtraction as breaking apart a whole, counting back, finding the difference, comparing additions and subtractions, solving word problems related to addition and subtraction.</p> <p><b>2D and 3D Shapes</b> - Naming 3D shapes, naming 2D shapes, making patterns with shapes.</p>	<p><b>Number and Place Value</b> - Counting and writing numbers to 20, understanding 10s and 1s, counting one less and one more, comparing numbers of objects to 20, comparing numbers to 20, ordering objects and numbers to 20. Counting to 50, representing numbers to 50, comparing objects and numbers to 50, comparing and ordering numbers to 50.</p> <p><b>Addition and Subtraction</b> - Add by counting on, adding 1s, finding number bonds, subtracting 1s, subtracting 10s, subtraction crossing 10, addition and subtraction facts to 20, comparing additions and subtractions, solving word and picture problems related to addition and subtraction.</p> <p><b>Measure</b> - Comparing lengths and heights, using non-standard units of measure, measuring length using a ruler, solving word problems related to length and height, comparing weight, measuring weight, using measuring to compare weight, comparing capacity, measuring capacity, comparing capacity using measure, solving word problems related to weight and capacity.</p>	<p><b>Multiplication</b> - Counting in 10s, 5s and 2s, multiplication as making and adding equal groups, using simple arrays, making doubles, solving word problems related to multiplication.</p> <p><b>Division</b> - Making equal groups, division as sharing equally, solving word problems related to division.</p> <p>Fractions - Finding halves, finding quarters, solving word problems related to halves and quarters.</p> <p><b>Position and direction</b> - Describing turns using appropriate mathematical vocabulary, describing position using appropriate mathematical vocabulary.</p> <p>Number and Place Value - Counting to 100, exploring number patterns, partitioning numbers to 100, comparing and ordering numbers to 100, number bonds to 100.</p> <p>Measure - Using a calendar, telling time to the hour and to the half hour, writing time, comparing time, solving word problems related to time.</p> <p>Recognising coins, recognising notes, counting with coins.</p>
<b>English</b>	<p><b>Phonics</b> - Recap of sounds: sh, ch, th, ng, qu, a. Doubling letters: ff, ll, zz, ck. Alternative spelling 'y' (saying 'ee').</p> <p><b>Grammar</b> - Writing capital letters. Understanding sentence structure. Full stops and question marks. Writing and recognise the capital and lower case forms of letters.</p>	<p><b>Phonics</b> - Split digraphs: a-e, i-e, o-e, u-e. Alternative spellings: wh, ay, ea, igh, y (saying 'ie'), ow saying 'oa') ew (saying 'ue').</p> <p><b>Grammar</b> - Initial blends and final blends. Verbs and conjugating verbs, nouns, adjectives and compound words. Past tense, doubling letters before adding 'ed'. Future tense. Alphabetical order.</p>	<p><b>Phonics</b> - New sounds and alternative spellings: ou,, ow (saying 'ou'), oi, oy, or, al, nk, er, ir, ur, au, are (for air sound), ph.</p> <p><b>Grammar</b> - Alphabetical order. Verbs and adverbs. Plural adding -es. Antonyms and synonyms.</p> <p><b>Summer 1</b></p>

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	<p>Proper nouns and common nouns and pronouns. Alphabetical order. Plurals.</p> <p><b>Autumn 1</b>  <b>Text:</b> Lost and Found by Oliver Jeffers</p> <p><b>Writing Outcome:</b>  (Fiction) Write an adventure story based on the structure of <i>Lost and Found</i>.</p> <p><b>Spoken Language</b> - Listen and respond, ask relevant questions, build vocabulary, participate in discussions, presentations, performances, role-play, improvisations and debates.</p> <p><b>Reading Comprehension</b> - Retell stories and consider their particular characteristics. Discuss word meanings, linking new meanings to those already known. Discuss the significance of the title and events. Make inferences based on what is being said and done. Predict what might happen based on what has been read so far. Participate in discussion about what has been read.</p> <p><b>Writing Composition</b> - Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read 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>	<p><b>Grammar</b> - Writing capital letters. Understanding sentence structure. Writing and recognise the capital and lower case forms of letters. Proper nouns, common nouns and pronouns. Alphabetical order. Plurals.</p> <p><b>Spring 1</b>  <b>Text:</b> The Lion Inside by Rachel Bright</p> <p><b>Writing Outcome:</b>  (Fiction) Write a story based on the structure of <i>The Lion Inside</i>.</p> <p><b>Spoken Language</b> - Build vocabulary. Give well-structured descriptions, explanations and narratives. Participate in discussions, presentations, performances, role-play, improvisations and debates.</p> <p><b>Reading Comprehension</b> - Link what is read or heard to own experiences. Retell stories and consider their particular characteristics. Discuss word meanings, linking new meanings to those already known. Draw on what they already know. Discuss the significance of the title and events. Make inferences based on what is being said and done. Predict what might happen based on what has been read so far. Participate in discussion about what has been read to them. Explain clearly understanding of what is read to them.</p> <p><b>Writing Composition</b> - Say aloud what is going to be written about. Compose a sentence</p>	<p><b>Text:</b> Toys in Space by Mini Grey</p> <p><b>Writing Outcome:</b> (Fiction) Write a story based on the structure of <i>Toys in Space</i>.</p> <p><b>Spoken Language</b> - Build vocabulary. Articulate and justify answers. Give well-structured descriptions, explanations and narratives. Participate in discussions, presentations, performances, role-play, improvisations and debates.</p> <p><b>Reading Comprehension</b> - Learn to appreciate rhymes and poems. Recite some rhymes and poems by heart. Discuss word meanings, linking new meanings to those already known. Make inferences based on what is being said and done. Predict what might happen based on what has been read so far. Participate in discussion about what has been read to them. Explain clearly understanding of what is read to them.</p> <p><b>Writing Composition</b> - Say aloud what is going to be written about. Sequence sentences to form short narratives. Re-read what they have written and check that it makes sense. Discuss what has been written with the teacher or other pupils. Read writing aloud clearly enough to be heard by peers and the teacher. Spell words containing phonemes already taught. Spell common exception words.</p> <p><b>Summer 2</b></p>
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	<p><b>Autumn 2</b>  <b>Text:</b> Nibbles by Emma Yarlett</p> <p><b>Writing Outcome -</b>          To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story</p> <p><b>Spoken language -</b> Listen and respond. Ask relevant questions. Build vocabulary. Participate in discussions, presentations, performances, role-play, improvisations and debates.</p> <p><b>Reading comprehension -</b> Become familiar with key stories, fairy stories and traditional tales. Retell stories and consider their particular characteristics. Make inferences based on what is being said and done. Predict what might happen based on what has been read so far. Participate in discussion about what has been read to them.</p> <p><b>Writing Composition -</b> Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read 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>	<p>orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what has been written with the teacher or other pupils. Read writing aloud clearly enough to be heard by peers and the teacher. Spell words containing phonemes already taught. Spell common exception words.</p> <p><b>Spring 2</b>  <b>Text:</b> The Curious Case of the Missing Mammoth by Ellie Hattie</p> <p><b>Writing Outcome -</b> (Fiction) Write a story based on the structure of <i>The Curious Case of the Missing Mammoth</i>.</p> <p><b>Spoken Language -</b> Ask relevant questions. Build vocabulary. Articulate and justify answer. Use spoken language: speculating, hypothesising, imagining and exploring ideas.</p> <p><b>Reading Comprehension -</b> Retell stories and consider their particular characteristics. Learn to appreciate rhymes and poems. Recite some rhymes and poems by heart. Draw on what they already know. Check that the text makes sense. Make inferences on the basis on what is being said and done. Predict what might happen based on what has been read so far.</p> <p><b>Writing Composition -</b> Say out loud what is going to be written about. Compose a</p>	<p><b>Text:</b> Goldilocks and Just the One Bear by Leigh Hodgkinson</p> <p><b>Writing Outcome:</b> (Fiction) Write a story based on the structure of <i>Goldilocks and Just the One Bear</i>.</p> <p><b>Spoken Language -</b> Listen and respond. Ask relevant questions. Build vocabulary. Participate in discussions, presentations, performances, role-play, improvisations and debates.</p> <p><b>Reading Comprehension -</b> Become familiar with key stories, fairy tales and traditional tales. Retell stories and consider their particular characteristics. Make inferences based on what is being said and done. Predict what might happen based on what has been read so far. Participate in discussion about what has been read to them.</p> <p><b>Writing Composition -</b> Re-read what has been written and check that it makes sense. Discuss what has been written with the teacher or other pupils. Read writing aloud clearly enough to be heard by peers and the teacher. Spell words containing phonemes already taught. Spell common exception words.</p>
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RE	<p><b>Autumn 1</b>  <b>What is it like to live as a Jew?</b> - Jewish symbols (Star of David, The Torah, etc.), the Jewish Sabbath (Shabbat), the Jewish community, Jewish place of worship (Synagogue.), Jewish Worship, a comparison between faiths.</p> <p><b>Autumn 2</b>  <b>Why are they having a Jewish Party?</b> - Key festivals that are important to Jewish people and how they are celebrated with reference to specific symbols. How these are similar to other festivals, both in Judaism and in other faiths. Understanding of important festivals in own life and life of Jewish people.</p> <p><b>Which Nativity character are you?</b> - What Christians believe about the Nativity, the importance of the characters, who they were, and how they impacted on the lives of others. Belonging and the importance of love, respect and faith.</p>	<p><b>Spring 1</b>  <b>Why do Christians make and keep promises before God?</b> - Showing belonging to the Christian faith, joining the church, baptism, marriage for Christians.</p> <p><b>Spring 2</b>  <b>Who is the Saint of our school?</b> - The story behind St Mary. The background, traditions, ritual, history and relevance of St Mary to the school community today.</p> <p><b>Why is Easter the most important festival?</b>          - The events of the Easter story, as told in the Bible. Palm Sunday: the last supper, Good Friday, Jesus' death and resurrection.</p>	<p><b>Summer 1</b>  <b>Why did Jesus teach the Lord's Prayer as the way to pray?</b> - The importance of prayer to Christians, and this particular prayer. The meaning of each phrase in the Lord's Prayer: God as the "father" (a loving and caring figure). Trust in God for providing for daily needs. Forgiveness, temptation and praise.</p> <p><b>Summer 2</b>  <b>What is the story of Noah really about?</b> - What the story is really about, a biblical account. Themes of promise, hope, sin, punishment, salvation and restoration.</p>
Computing	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>

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	<p><b>'We are treasure hunters' (Computer Science: Coding)</b> - 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.</p> <p><u>Autumn 2</u>  <b>'We are TV chefs' (Computer Science: Computational Thinking)</b> - Understand what algorithms are. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p>	<p><b>'We are digital artists' (Information Technology: Creativity)</b> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p> <p><u>Spring 2</u>  <b>'We are publishers' (Digital Literacy: Online safety)</b> - 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. Recognise common uses of information technology beyond school.</p>	<p><b>'We are rhythmic' (Information Technology: Media)</b> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Understand what algorithms are.</p> <p><u>Summer 2</u>  <b>'We are detectives' (Information Technology: Data)</b> - 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. Recognise common uses of information technology beyond school.</p>
Science	<p><u>Autumn 1</u>  <b>How we learn</b> - Know that we can affect the quality of their own learning. Know about some of the recent evidence and research into the brain and learning. Be able to apply these theories to our own learning and reflect on their importance.</p> <p><u>Autumn 2</u>  <b>Seasonal Changes</b> - Observe the 4 seasons, observe and describe weather associated with 4 seasons, make tables and charts about weather.</p>	<p><u>Spring 1</u>  <b>Materials</b> - Distinguish between objects of different materials, identify and name everyday materials, describe properties of everyday materials, compare materials.</p> <p><u>Spring 2</u>  <b>Animals</b> - Identify and name common animals, identify and name carnivores, herbivores, omnivores, describe and compare the structure of common animals.</p>	<p><u>Summer 1</u>  <b>Plants</b> - Identify and name plants, describe basic structure of plants and trees.</p> <p><u>Summer 2</u>  <b>Animals (our bodies)</b> - Label the basic parts of the body, name the senses.</p>
Geography	<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>

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	<b>Location knowledge and skills</b> - Identify the UK and know that our city is London, identify oceans and continents, equator, urban v rural.	<b>Human and Physical</b> - The seasons, Observe the 4 seasons, observe and describe weather associated with 4 seasons, make tables and charts about weather.	<b>Place knowledge</b> - Compare and contrast the UK to a Non-European country (Asian or African Country).
<b>History</b>	<p><u>Autumn 2</u> Strand: Significant People <b>Historians</b></p> <ul style="list-style-type: none"> <li>- What is History?</li> <li>- What is the past?</li> <li>- Are history and the past different?</li> <li>- Why do we want to know about the past?</li> <li>- How do we know about what happened in the past?</li> <li>- Study of a historian</li> </ul>	<p><u>Spring 2</u> Strand: Gods and Religion <b>Formation of the CoE (Tudors)</b> History of St Mary's School</p> <ul style="list-style-type: none"> <li>- Who is Henry VIII?</li> <li>- Why did he form a new church?</li> <li>- What does the church have to do with education?</li> <li>- The origins of the school and link to the church</li> <li>- The growth of the school</li> <li>- The school during WWII</li> <li>- A comparison of a school day then and a school day now</li> <li>- The bicentenary</li> <li>- Timeline of events</li> </ul>	<p><u>Summer 2</u> Strand: Inventions and Discoveries <b>The History of Flight</b></p> <ul style="list-style-type: none"> <li>- Look at Da Vinci's plans for a flying machine and how these ideas developed</li> <li>- A study of the Wright brothers and the first flight</li> <li>- Place events in flight history on a timeline</li> <li>- Compare the Wright brothers' plane with modern day planes</li> <li>- Look at how the invention of aeroplanes led to space travel</li> </ul>
<b>Art &amp; Design</b>	<b>Painting and Drawing</b> - record and explore ideas from first hand observations, make marks using paint with a variety of tools, know the names of primary and secondary colours.	<b>Sculpture and Drawing</b> - Know how to make light marks by pressing lightly and darker marks by pressing harder. Investigate modelling materials using pinching, rolling, twisting, stretching and coiling Experiment with constructing and joining recycled materials.	<b>Celebration of work, Printing/craft and Drawing</b> - Begin to control lines to create simple drawings from observations, print with range of hard materials e.g. corks, Duplo, card.
<b>Music</b>	<p><u>Autumn 1</u> <b>Use voices expressively and creatively</b> - Use our different voices, including thinking voice;</p>	<p><u>Autumn 1</u> <b>Learn to sing and use their voices</b> - Develop singing and thinking voices</p>	<p><u>Autumn 1</u> <b>Use their voices expressively and creatively:</b> learn songs from around the world. Develop performance skills</p>

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	<p>begin to understand the importance of singing as part of a group.</p> <p><b>Learn to sing and use their voices</b> - Sing responses on their own and start to match pitch; lead singing greetings; recognise and show pitch using actions; sing higher or lower pitch on request.</p> <p><b>Understand and explore how music is created and produced</b> - Control dynamics and tempo; sort instruments by how they sound.</p> <p><b>Autumn 2</b> <b>Play tuned and untuned instruments musically:</b> explore different sounds (timbre) and identify how sounds are made</p> <p><b>Experiment with, create, select and combine sounds using interrelated dimensions of music:</b> use percussion instruments to recreate sounds to a given stimulus.</p> <p><b>Learn to sing and to use their voices; use voices expressively:</b> Christmas carols/songs.</p>	<p><b>Experiment with creating and combining sounds using tempo and dynamics:</b> how music can tell a story.</p> <p><b>Play untuned instruments musically</b> - Explore timbre, tempo and dynamics - identify contrasts of fast and slow, loud and quiet.</p> <p><b>Perform and evaluate music</b> - Give two stars and a wish on our performance.</p> <p><b>Autumn 2</b> <b>Understand and explore how music is created:</b> Develop understanding of pitch being high, middle and low through singing, singing games and by playing tuned percussion</p> <p><b>Listen with concentration and understanding to a range of high-quality music:</b> recorded music</p>	<p><b>Perform and play instruments musically</b> - Work together as part of an ensemble; learn to follow the conductor.</p> <p><b>Autumn 2</b> <b>Use their voices expressively and creatively:</b> develop a performance with different vocal shapes. Explore changes in pitch.</p> <p><b>Experiment with, create, select and combine sounds using interrelated dimensions of music</b> - Use voices, movement and instruments to explore changes in pitch, rhythm, pulse and dynamics.</p>
PE	<p>Learning to master basic fundamental movement skills and engage in physical activity. Working with large balls both individually and with others in a small-sided game, learning to send and receive a large ball. Understanding simple tactics of attacking and defending across basic large</p>	<p>Begin to apply basic movement skills through <b>gymnastics</b> or <b>athletics</b>. Developing agility, balance and coordination through floor work on mats and on basic equipment. Engage in cooperative physical activities.</p>	<p>Accessing a broad range of skills using striking and fielding equipment such as, <b>cricket</b> bats and balls, <b>tennis</b> racquet's or bats, <b>rounders</b> mini bats, learning to send and receive a small ball. Engaging in competitive physical activity in small-sided games, participating and leading up to summer activities such as athletics and sports days.</p>

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	ball games such as football, netball, basketball, tag rugby.		
DT	<p><b>Autumn 1</b> Textiles: Puppets - joining fabric techniques.</p> <p><b>Autumn 2</b> Mechanisms: Moving Storybook - Levers and sliders.</p>	<p><b>Spring 1</b> Structures: Windmills - Structure formats and 2D nets into 3D shapes.</p> <p><b>Spring 2</b> Cooking and Nutrition: Fruit and Vegetable Smoothie - Exploring ingredients and combinations, preparing, chopping and blending.</p>	<p><b>Summer</b> Mechanisms: Wheels and Axles - Investigation of wheels, building a moving a vehicle.</p>
PSHE	<p><b>Autumn 1</b> Being in My World - Feeling special, rights and responsibilities, rewards and consequences</p> <p><b>Autumn 2</b> Celebrating Difference - bullying, making friends, celebrating differences.</p>	<p><b>Spring 1</b> Dreams and Goals - Setting goals, learning styles, feelings of success.</p> <p><b>Spring 2</b> Healthy Me - Staying healthy, clean and safe, safety with household items, road safety.</p>	<p><b>Summer 1</b> Relationships - Healthy friendships, physical contact preferences, celebrating special relationships.</p> <p><b>Summer 2</b> Changing Me - life cycles, changes since being a baby, transition.</p>

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