

## Portswood Primary School - Year 1 Curriculum Map 2020 - 2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Superhero Transition Unit</b> <b>Continuous provision</b> <b>from the EYFS Curriculum</b></p> <p><b>Teddy Bear's Picnic</b></p> <p>We're Going on a Bear Hunt – writing sentences, experiencing different settings, rewriting own versions with a new animal.</p> <p>Going on a variety of hunts around the school- treasure hunt, fairy hunt. Writing opportunities based on experiences.</p>	<p><b>Little Red Hen</b></p> <p>Setting up expectations for year 1 non negotiables, writing sentences</p> <p>Classic Tales – Little Red Hen – Retelling the story in sentences and learning it by memory using actions to help.</p> <p>Bread making for the Little Red Hen. Instructional writing on bread making</p> <p>Non-fiction – Local trip recount</p> <p>Poetry Seasonal changes</p>	<p><b>History focus – Then and Now</b></p> <p>Toys (Non-Fiction) Using photos of toys and artefacts to find out about toys from the past and today. Creating fact files for old and new toys.</p> <p>Toys (Fiction) Toy Story clips Fiction – talk for writing, characters speech bubbles, ordering events/story, re-telling the story.</p> <p>Non-fiction- experience of a Victorian Child- what's different now?</p>	<p><b>Geography Focus- Hot/Cold Places (Jungle)</b></p> <p>Handa's Surprise Fruit salad – adjectives for fruit Retell and rewrite of Handa's Surprise story with added detail.</p> <p>Instructional writing for making fruit salad (Dt)</p> <p>Jungle writing- adjectives, sentence structure, animal description, jungle description</p>	<p><b>History focus – The Titanic</b></p> <p>Non-Fiction- Local People- Titanic Researching local people – becoming a local person And creating a poster.</p> <p>Letter writing in role as a local person who sailed the Titanic Features of letter writing. Edit and Improve</p> <p>Newspaper article about the Titanic in role as local person.</p> <p>Poetry Titanic/boat/sea poems</p>	<p><b>Abracadabra</b></p> <p>A range of stories based on magic.</p> <p>Transition Unit</p> <p>Letter to new teacher</p>
<b>Phonics and Reading schemes</b>	<p>Letters and Sounds</p> <p>Bug Club, Oxford Reading Tree (Biff and Chip and Project X), Rigby Star, Collins Big Cat.</p>	<p>Letters and Sounds</p> <p>Bug Club, Oxford Reading Tree (Biff and Chip and Project X), Rigby Star, Collins Big Cat.</p>	<p>Letters and Sounds</p> <p>Bug Club, Oxford Reading Tree (Biff and Chip and Project X), Rigby Star, Collins Big Cat.</p>	<p>Letters and Sounds</p> <p>Bug Club, Oxford Reading Tree (Biff and Chip and Project X), Rigby Star, Collins Big Cat.</p>	<p>Letters and Sounds</p> <p>Bug Club, Oxford Reading Tree (Biff and Chip and Project X), Rigby Star, Collins Big Cat.</p>	<p>Letters and Sounds</p> <p>Bug Club, Oxford Reading Tree (Biff and Chip and Project X), Rigby Star, Collins Big Cat.</p>
<b>Maths</b>	<p>Number and Place value – counting, ordering and sequencing. Read and write numbers 1 to 20 in numerals Count, read, write numbers to 100 in numerals.</p> <p>Given a number, identify 1 more/ 1 less</p> <p>Identify and represent numbers using objects and pictorial representation.</p>	<p>Number and Place value – 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.</p> <p>Represent and use number bonds within 20.</p> <p>Solve one step problems that involve addition using concrete objects and</p>	<p>Number and Place value - Count in 2s, count to and across 100 forwards and backwards.</p> <p>Count, read and write numbers to 100.</p> <p>Identify and represent numbers using objects and pictorial representation.</p> <p>Read, write and interpret mathematical statements involving addition (+) and</p>	<p>Number and Place value - Count to and across 100 forwards and backwards.</p> <p>Count, read and write numbers to 100.</p> <p>Identify and represent numbers using objects and pictorial representation.</p> <p>Solve one step problems involving multiplication by calculating the answer using concrete objects, pictorial</p>	<p>Read, write and interpret mathematical statements involving addition (+) and equals (=) signs and subtraction (-)</p> <p>Solve one step problems that involve addition, that involve objects and pictorial representation and missing number problems.</p> <p>Solve one step problems involving multiplication by calculating the answer using</p>	<p>Addition and subtraction, multiplication and division</p> <p>Compare, describe and solve practical problems for: capacity and volume (for example full/empty, more than, less than, half, half full, quarter)</p> <p>Measure and begin to record capacity and volume.</p> <p>Recognise and name common</p>

	<p>Addition – ones + ones, Two digit numbers + ones, Subtraction – ones - ones, Two digit numbers – ones.</p> <p>Solve one step problems that involve addition, that involve objects and pictorial representation and missing number problems.</p> <p>2D shape – recognising basic 2D shapes</p>	<p>pictorial representations.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Solve one step problems that involve subtraction using concrete objects and pictorial representations.</p> <p>Compare, describe and solve practical problems for: Mass/weight (for example, heavy/light, heavier than, lighter than).</p> <p>Measure and begin to record: mass/weight</p> <p>Describe position, direction and movement including whole, half, quarter and three-quarter turns.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Recognise and name common 3D shapes including cuboids (including cubes), pyramids and spheres.</p>	<p>equals (=) signs and subtraction (-)</p> <p>Add and subtract one digit and two digit numbers to 20 including 0.</p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>Solve one step problems that involve addition and subtraction, that involve objects and pictorial representation and missing number problems.</p>	<p>representations and arrays with support of the teacher.</p> <p>Solve one step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher.</p> <p>Compare, describe and solve practical problems for: length and height</p> <p>Fractions Recognise and find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise and find and name a quarter as four equal parts of an object, shape or quantity</p>	<p>concrete objects, pictorial representations and arrays with support of the teacher.</p> <p>Solve one step problems involving division by calculating the answer using concrete objects, pictorial representations and arrays with support of the teacher.</p> <p>Recognise and find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise and find and name a quarter as four equal parts of an object, shape or quantity</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Measure and begin to record: time (hours, minutes, seconds) Compare, describe and solve practical problems for: time (for example quicker, slower, earlier, later)</p> <p>Measure and begin to record: mass/weight</p>	<p>2D shapes, including rectangles, circles and triangles.</p> <p>Recognise and name common 3D shapes including cuboids (including cubes), pyramids and spheres.</p> <p>Recognise and know the value of different denominations of coins and notes</p>
<b>Science</b>	Seasonal Changes	Seasonal Changes Animals, including humans	Seasonal Changes Everyday Materials	Seasonal Changes Everyday Materials	Seasonal Changes Plants	Seasonal Changes Plants
<b>Computing</b>	Digital Literacy -E - Safety Computer Science - Bee bots	Computer Science - Bee bots	ICT - My Word	ICT - Multimedia -Picture This! – iPad and photo story	ICT – Multimedia -Matisse Dazzle	ICT – looking back, moving forward – 2 create.
<b>History</b>			Then and Now		Titanic	
<b>Geography</b>	The School and its Immediate locality.	Local area Fieldwork, Compass points, Digital/computer Mapping		Hot/Cold – Africa Continents/Oceans/UK capitals/seas		
<b>Art</b>	Drawing – Mark making  Printing Imaginary bird	Drawing – Mark making  Clay/Sculpture	Drawing – Mark making  Drawing	Drawing – Mark making  Painting	Drawing – Mark making  Collage	Drawing – Mark making  Collage and Textiles- sewing

<b>DT</b>		Building!		Fruit salad Handa's Surprise		Moving Pictures
<b>RE</b>	<b>Belonging</b> Community (diversity)	<b>Storytelling</b> Angels	<b>Celebrations</b> People who help us	<b>Welcoming</b> Easter - Palm Sunday	<b>Specialness</b> Places – Sikh and Christian	<b>Symbols</b> Sikh and Christian
<b>PSHE</b>	New Beginnings	Being a good friend	Keeping Healthy	It's good to be me	Staying safe	Looking forward
<b>PE and Games</b>	Ball Skills Penguin Dance	Hockey Gymnastics	Football Then and now dance	Striking and Fielding Team Games	Athletics Irish Dancing – Rhythmic	Orienteering Cricket
<b>Music</b>	Sound Explorers	Long and short sounds	Beat	Handa's surprise	Instruments and symbols - pitch	Creating sounds using voice and instruments - Gardens