

Curriculum Map – This document sets out what we will focus on over the next term. It covers the key knowledge, skills and understanding that we will cover through our topic based, creative curriculum. Where possible, we aim for our curriculum to be brought to life through visits, visitors and other educational experiences that make learning memorable. Some subjects lend themselves to topic work whereas others require a more discreet approach and will be taught separately.

Our Learning Principles, & Values



- **Child-centred** – excites, informs and inspires children to learn, know and remember.
- **Inclusive** – ensures equal opportunities for all
- **Relevant** – reflects the world in which we live and promotes sustainability
- **Challenging** – ensures children achieve their best
- **Literature rich** – placing reading at the heart of everything
- **Enjoyable** – provides opportunities for children to be active, inquisitive, creative learners

Responsibility – Respect – Teamwork – Reflection



Words/language to discuss with your child:

Science – Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through

History- timeline, celebrate, celebration, change, childhood, different, event, family, future, grandparent, living memory, memory, now, present, past, remember, significant, similar, time capsule.

Geography- aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village



Things you can do at home to help with this topic.

History-Talk about the life of your child. Help them learn their date of birth and be able to answer ‘When were you born?’

Geography- Talk about what you see when you make local journeys with your child. Identify post boxes, bus stops, local pubs as landmarks, turning left and turning right.

Science-Identify materials around your home. Observe the change in the trees and the shortening day, as Autumn turns into Winter.

Year One Curriculum Map - Autumn Term 2023

English Reading

- Match graphemes for taught phonemes
- Read accurately by blending sounds
- Read words with very common suffixes
- Read contractions and understand their purpose
- Read phonics books aloud
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title and events
- Make simple predictions

English Writing

- Name letters of the alphabet
 - Form lower case letters correctly
 - Form capital letters and digits
- Specific focused tasks**
- labels
 - lists
 - captions
 - recount
 - message/letter
 - instructions
- Stories with familiar settings
Stories with predictable patterns

English Grammar

- Leave spaces between words
- Begin to use basic punctuation (? ! .)
 - Use capital letters for proper nouns and start of sentences
- Speaking and Listening**
- Listen and respond appropriately
 - Ask relevant questions
 - Maintain attention; participate

Maths Number

Read and write numbers to 20 in numerals
Identify and represent numbers using objects and pictorial representations including the number line.
Identify one more and one less than a given number
use ordinal numbers e.g. 1st 2nd 3rd
Recognise, find and name a half as two equal parts of an object and shape.

Maths Calculations

Combine 2 groups to make a total
take away objects to find a new total + - = signs
Make addition and subtraction number sentences
read and interpret simple mathematical statements involving + - and = signs
Solve one step problems that involve missing numbers using concrete objects and pictorial representations
Double single digit numbers

Maths

Shape, Space & Measures

Recognise and name 2D shapes including rectangles, squares, circles and triangles
Know that a 2D shape is still the same shape even when it is a different size or in a different position
Use direct comparison then non-standard measures to compare length/height
Use the language of length/height e.g. longer/shorter, tall/short, double/half
describe direction e.g. left and right, up and down, forwards and backwards
Recognise and use language relating to dates including days of the week, months, weeks and years

Science Materials and Seasons

Recognise and identify common materials found around the home such as wood, plastic glass, metal, water and rock.

Distinguish between the object and the material it is made from (e.g. a pair of glasses and glass)

Observe changes across the seasons- focus on Autumn and Winter. Observe how the length of the day shortens as we approach Christmas and arrive at the shortest day on 21st December.

Identify some common trees and look at the shape of their leaves.

Art and Design

Investigate how colours mix- learn about primary and secondary colours.

Sorting colours into hot and warm.

Experiment with paint and wax resist.

Observation drawing of leaves and pebbles.

Design Technology

Generate, plan and design a room
Collect materials and ideas to use
Select from and use a range of tools and equipment to make a room in a shoe box

Design and make a Christmas card

Geography What is it like here?

Locate where they live on an aerial photograph, - children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds and carry out an enquiry about how to improve their playground.

History

How am I making history?

Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions.
They begin to look at a simple timeline extending back to before they were born.

PSHE & C What is the same/different about us?

What do I like/dislike and what am I good at doing? What makes me special? Everyone has different strengths. How are my personal features or qualities unique to me? How am I similar or different to others and what do we have in common? Use the correct names for the main parts of the body, including external genitalia and that parts of the body covered with underwear are private.

Who is special to us? Family is one of the groups I belong to, as well as school, friends and clubs.

There are different people in my family who love and care for me. What do my family members, or special people, do to make me feel loved and cared for? Families are all different, but share common features. It is important to tell someone (such as my teacher) if something about my family makes me feel worried or unhappy.

Listening Games *Good Listening is... looking at the person who is talking, listening to all of the words, staying quiet, keeping still.*

Music

Sing songs and rhymes

Play un-tuned instruments musically

Sound – types of sound, starting and stopping sound

Duration – length of sound – long and short

PE

Dance - Respond to stimuli. Perform basic actions & link together.

Gymnastics - Travel competently on different body parts. Hold balances.

Forest School

RE

What do Christians believe God is like?

Who do Christians say made the world?

Computing

Use electronic and digital equipment Begin to use text and images to present ideas and information
Understand and follow internet safety rules Log onto the system and locate and use programmes