

YEAR 1 PUFFINS CURRICULUM MAP 2017-2018

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Behaviours For Learning	Listening, Concentration, Perseverance, Pride, Independence, Working With Others					
TRIPS AND VISITORS	Walk around the local area Thinktank visit: Light		Butterfly Farm visit		Pirate Day	
HISTORY	Key events of the child's life so far Family tree	Childhood then and now	Homes and transport from long ago The evolution of toys		Life of a pirate and how it has changed. Do pirates still exist today? Research famous pirates.	
	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 		<p style="color: red;">Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 		<ul style="list-style-type: none"> • Identify some of the different ways the past has been represented. • Recognise that there are reasons why people in the past acted as they did. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	
GEOGRAPHY	Where do we live? Explore the UK Local Area Difference between rural	Celebrations around the world	Compare our country and local area with other countries Look at animals from around the world		Geographical features and weather in fantasy pirate land. Globe and atlas to locate countries Island =GB/pirate island /other real islands.	

	and urban areas Routes to school			Look at Sir Francis Drake
	<ul style="list-style-type: none"> Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 		<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. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop. 	<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
ART	Drawing – self portraits Digital media – photo portraits Sculpture - Making skeletons Drawing through music		Drawing – animals from around the world Painting – flags from around the world Sculpture – shape nets Collage - scenes	Drawing - pirates Painting – colour wheels Sculpture – Junk modelling pirate ships Collage – desert island/ treasure chests Howard Pyle (pirate ships)
	Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. Include lines and texture. Show different tones by using coloured pencils. Use techniques such as rolling, cutting, moulding and carving.		Respond to ideas and starting points. Explore ideas and collect visual information. Use thick and thin brushes. Create colour wheels. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials.	Respond to ideas and starting points. Explore ideas and collect visual information. Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. Include lines and texture. Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.
DT	Construction – cutting and shaping Special photo frames	Christmas cards Toys	Mechanisms – moving pictures	Mark and measure
MUSIC	Listen to music of different styles and genres and appraise music by answering a range of questions. Understand the importance of warming up your voice and sing in an ensemble with the aim of producing a round sound, clear diction and control of pitch. Learn to treat instruments with respect and begin to play a simple melody as part of an ensemble. Make up rhythms and melodies individually and as part of a group.			

	Record their composition in any way appropriate.					
	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. • Use symbols to represent a composition and use them to help with a performance. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 					
SCIENCE	Animals and humans – parts of the body, senses, growing up	Light and dark Sound and hearing	Animals and Humans Materials	Materials	Plants	Animals and Humans
	<p>To work scientifically</p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 					
	<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. • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that 	<ul style="list-style-type: none"> • <i>Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</i> • <i>Observe and name a variety of sources of sound, noticing that we hear with our ears.</i> • Observe changes 	<ul style="list-style-type: none"> • <i>Identify how humans resemble their parents in many features.</i> 	<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 	<ul style="list-style-type: none"> • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	

	<p>are carnivores, herbivores and omnivores.</p> <ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). 	<p>across the four seasons.</p> <ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. 		<p>of everyday materials on the basis of their simple physical properties.</p> <ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. 		
PE	Gym Games	Gym Games	Gym Games	Gym Dance	Gym Dance	Games
MATHEMATICS	<p>Number: Place Value</p> <p>Number: Addition and subtraction</p>	<p>Geometry: Shape</p> <p>Number: Place Value Addition and subtraction</p>	<p>Time</p> <p>Number: Place Value Addition and subtraction</p> <p>Measures: Length and height</p>	<p>Number: Multiplication and Division</p> <p>Number: Fractions</p>	<p>Number: Place Value</p> <p>Number: Addition and subtraction</p>	<p>Measurement: Money</p> <p>Measures: Length and height</p>
COMPUTING	<p>Instructions, positions – using beebots</p> <p>Sequencing</p> <p>Identifying technology</p> <p>Presenting ideas through a range of media – using cameras</p>		<p>Programming</p> <p>Saving documents</p> <p>Use to technology to represent data</p>		<p>Create simple animations</p> <p>Collecting data and representing using technology</p> <p>Finding information</p>	
PSHE	<p>Values:</p> <p>Sept – Responsibility</p> <p>Oct – Tolerance</p> <p>We Belong</p>	<p>Values:</p> <p>Nov –Freedom</p> <p>Dec - Thoughtfulness</p> <p>Friends for life/keeping safe</p> <p>Anti – bullying</p>	<p>Values:</p> <p>Jan - appreciation</p> <p>Feb - Caring</p> <p>Healthy lives</p> <p>Growing and changing</p>	<p>Values:</p> <p>March – Honesty</p> <p>April - Friendship</p> <p>Good to be me</p>	<p>Values:</p> <p>May - Perseverance</p> <p>Talk it through</p>	<p>Values:</p> <p>June – Courage</p> <p>July – Respect</p> <p>Joining in</p>

		week				
RE	Cultivating Inclusion, identity and belonging (Community) Infant Baptism – Christianity Belonging Traditions – Other Religious Traditions	Being Thankful (Creativity) Harvest – Christianity Saying Thanks and giving thanks through prayer Teaching about Christmas	Being fair and Just (Choice) The Wisdom of King Solomon – Christianity Being accountable and living with Integrity Stories of Jonah and Zaccheus - Christianity	Being Courageous and Confident (commitment) David and Goliath – Christianity Being Loyal and Steadfast (commitment) Easter activities	Remembering Roots (commitment) Ramadam and Eid ul Fitr (Islam) Being Hopeful and Visionary (commitment) Eid ul Adha through Hajj - Islam	Being Curious and Valuing Knowledge (contemplation) Knowing through Holy Books Being open, honest and truthful (contemplation) The story of Rahab and the spies – Christianity

English

English : writing Composition	Narrative	Journey Tales We're Going On A Bear Hunt	Wishing Tales The Three Billy Goats Gruff	Journey Tales Where the Wild Things Are	Wishing Tale The Magic Porridge Pot	Recount New Home For a Pirate	Tales of Fear The gruffalo
	Non-Fiction		Captions, Lists And Labels	Non-Chronological Report Toys	Information Text Recount Writing	Non-Chronological Report Pirates	Instructions
	Poetry	Traditional Rhymes	Nursery Rhymes		Imagery The Owl And The Pussycat	Poems On A Theme 1. Pirate Poems 2. Holiday Poems	

English : writing Transcription	Spelling	<p>Spell:</p> <ul style="list-style-type: none"> • Words containing each of the 40+ phonemes already taught • Common exception words • The days of the week • Name the letters of the alphabet: • Naming the letters of the alphabet in order • Using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes: • Using the spelling rule for adding –s or –es • Using the prefix un– • Using –ing, –ed, –er and –est • Apply simple spelling rules and guidance, as listed in english appendix 1 • Write from memory simple sentences dictated that include words using the gpcs and common exception words taught so far.
	Hand Writing	<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 capital letters • Form digits 0-9 • Understand which letters belong to which handwriting ‘families’ and practise these.
English: writing Vocabulary, grammar and punctuation		<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • 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>Pupils will also be taught to</p> <ul style="list-style-type: none"> • recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 (‘Terminology for pupils’) when their writing is discussed. • Pupils will begin to use some of the distinctive features of Standard English in their writing.
English Reading	Word Reading	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes for all 40+ phonemes • Read accurately by blending sounds in unfamiliar words containing gpcs that have been taught • Read common exception words • Read words containing taught gpcs and –s, –es, –ing, –ed, –er and –est endings • Read other words of more than one syllable that contain taught gpcs • Read words with contractions [for example, i’m, i’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • Read aloud accurately books that are consistent with their developing phonic knowledge • Re-read these books to build up their fluency and confidence in word reading.

**Compre-
Hension**

- **Listening to and discussing a wide range of poems, stories and non-fiction**
- **Linking what they read or hear read to their own experience**
- **Becoming very familiar with and retelling key stories, fairy stories and traditional tales**
- **Recognising and joining in with predictable phrases**
- **Learning to appreciate rhymes and poems, and to recite some by heart**
- **Discussing word meanings, linking new meanings to those already known**
- **Understand both the books they can already read accurately and fluently and those they listen to by:**
- **Drawing on what they already know or on background information and vocabulary provided by the teacher**
- **Checking that the text makes sense to them as they read and correcting inaccurate reading**
- **Discussing the significance of the title and events**
- **Making inferences**
- **Predicting what might happen**
- **Participate in discussion about what is read to them**
- **Explain clearly their understanding of what is read to them.**

