


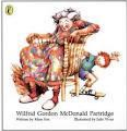

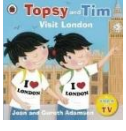
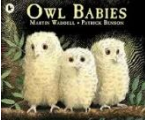
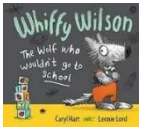
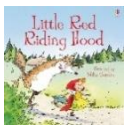




St. Giles' Infant School – Year 1 Curriculum Map

| | Childhood  | | Bright Lights, Big City  | | School Days  | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reading |   Core text Wilfrid Gordon McDonald Partridge Talk for Writing texts Sidney Spider – A Tale of Friendship Trixie, an Adventurous Fairy Penguin | |   Core text Topsy and Tim Visit London Talk for Writing texts Owl Babies Bob, the Bubble who wanted to be useful Pippety Skycap – A Tale of Mischief | |   Core text Whiffy Wilson: The Wolf who wouldn't go to school Talk for Writing texts Little Red Riding Hood Brian Bear's Picnic Instructional Writing about Bees | |
| Phonics (Little Wandle) | Phase 3/4 Phase 5 GPCs -Review Phase 3 GPCs: ai ee igh oa oo ar or ur oo ow oi ear -Words with two or more digraphs e.g. queen thicker air er /z/ s -es Phase 4 -Phase 4 with long vowels CVCC CCVC CCVCC CCCVC Phase 5 -Review longer words ai ay ow ou oi oy ee ea Review all taught so far Secure spelling | Phase 5 Graphemes Ur, ir , igh, ie, oo, yoo, ue, yoo, u /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Mr Mrs Ms ask* /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute could would should our /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw house mouse water want Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue | Phase 5 Graphemes /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder any many again /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone who whole where two /l/ le al apple metal /s/ c ice /v/ ve give school call different /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey thought through friend work Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ | Phase 5 Graphemes /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk once laugh /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* because eye /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor | Review Phase 5 GPCs ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant | Phase 5 Graphemes /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer busy beautiful pretty hour /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large move improve parents shoe /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Review |

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| | | Tricky words - Their, people, oh, your | c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa | /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze | | |
| English | Childhood | | Bright Lights, Big city | | School Days | |
| | <p>Write an autobiography</p> <p>Use sequencing words</p> <p>Write a non-chronological report about childhood in the 1950s</p> <p>Use subject-specific vocabulary and phrases for the passing of time</p> <p>Write a riddle about a historical artefact</p> <p>Use descriptive words</p> | | <p>Design an information poster about the monarch include images, lists, labels and captions</p> <p>Write a set of directions to travel on foot from one London landmark to another</p> <p>Use imperative verbs</p> <p>Write a short narrative about the adventures of Marley the Meerkat</p> | | <p>Write a list poem to celebrate life in school</p> <p>Use subject-specific vocabulary</p> <p>Write a diary entry to describe how children felt during a Victorian handwriting lesson</p> <p>Use sequencing words and formulaic phrases, including those to indicate the start and end of a text</p> <p>Write a letter to the head teacher to explain how they are going to make a positive contribution to the school</p> <p>Sequence sentences and use formulaic phrases</p> | |
| | <p>Talk for Writing</p> <p>Deepen an understanding of a text through drama, short burst writing, description, persuasion and scientific writing.</p> <p>Create their own versions of a model text.</p> <p>Plan, draft and revise their writing.</p> <p>Become independent writers, choosing what and how to write.</p> | | | | | |
| Maths White Rose | Place Value & Addition and Subtraction | Addition and Subtraction cont. | Addition and Subtraction (within 20) | Place value cont. (within 50) | Multiplication & Division | Place value (within 100) |
| | <ul style="list-style-type: none"> - Counting 1:1 correspondence - Representing 10 - Counting on and back - Finding one more/one less - Greater than less than - Ordering/ comparing - Ordinal numbers - Number lines/tracks - Part whole model - Symbols (+, -, =) - Number bonds to 10 - Fact families - Simple addition | <ul style="list-style-type: none"> - Simple subtraction - Finding the difference - Comparing addition and subtraction statements <li style="text-align: center;">Geometry - Recognise 3D shapes - Sort 3D shapes - Recognise 2D shapes - Sort 2D shapes - Identifying patterns within 2D & 3D shapes Place Value cont. - Numbers from 11-20 - Tens and Ones - One more one less - Compare objects/numbers | <ul style="list-style-type: none"> - Add by counting on - Add ones using number bonds - Find and make number bonds - Subtraction not crossing 10 - Subtraction, counting back - Subtraction crossing 10 - Comparing number sentences Place value (within 50) - Counting to 50 in 10s - Counting on and back to 50 | <ul style="list-style-type: none"> - Representing numbers to 50 - One more one less - Compare objects/ numbers - Order numbers - Counting in 2s - Counting in 5s Length & Height - Compare lengths - Compare heights - Measuring lengths <li style="text-align: center;">Weight & Volume - Introduce weight & mass - Measure mass - Compare mass | <ul style="list-style-type: none"> - Recap count in 2s - Recap count in 5s - Count in 10s - Make equal groups - Add equal groups - Intro & make arrays - Make doubles - Making equal groups and sharing groups <li style="text-align: center;">Fractions - Making half - Making a whole - Finding half of a quantity - Finding a quarter of a quantity | <ul style="list-style-type: none"> - Counting to 100 by making 10s - Counting on & back - Introducing the 100 square - Partitioning numbers - Comparing/ordering numbers - One more one less <li style="text-align: center;">Money - Recognising coins – Recognising notes - Counting coins <li style="text-align: center;">Time - Before & after - Dates - Time to the hour |

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| | | - Order numbers | - Tens and Ones | - Weight & mass problems - Capacity & volume - Measure & compare | Position & Direction - Describe turns - Describe positions | - Time to the half hour - Writing time - Comparing time |
| Science | Everyday Materials - To learn that objects are made from materials. - To identify a range of everyday materials and their sources. Children investigate the properties of materials and begin to recognise that a material's properties defines its use | Human Senses - To know that humans are a type of animal, known as a mammal. - To name body parts and recognise common structures between humans and other animals. - To learn about the senses, the body parts associated with each sense and their role in keeping us safe. | Seasonal changes - The four seasons - Experiencing the season - Deciduous and evergreen trees - Seasonal changes in deciduous trees - Seasonal changes in animals - What is weather? - Day length - Sun's rays - Measuring and recording the wind - Measuring and recording temperature - Measuring precipitation - Weather forecasting - Spring predictions | | Plant Parts - To learn about wild and garden plants by exploring the local environment. - To identify and describe the basic parts of plants and trees, and observe how plants and trees change over time. | Animal Parts - To learn about animals, including fish, amphibians, reptiles, birds, mammals and invertebrates. - To identify and describe their common structures, their diets and how animals should be cared for. |
| PSHE Jigsaw Scheme of Learning | Being Me - Special & safe - My class - Rights and responsibilities - Rewards & feeling proud - Consequences | Celebrating Differences - The same as... - Different from... - What is 'bullying'? - What do I do about bullying? - Making new friends - Celebrating me | Dreams and Goals - My treasure chest of success - Steps to goals - Achieving together - Stretchy learning - Overcoming obstacles - Celebrating my success | Healthy Me - Being healthy - Healthy choices - Clean and healthy - Medicine safety - Road safety - Keeping clean & healthy | Relationships - Families - Making friends - Greetings - People who help us - Being me own best friend School Days - Special people in school | Changing Me - Life cycles - Changing me - My changing body - Boys' & girls' bodies - Growing - Coping with changes |
| History | Childhood - Childhood Past and Present - Stages of human life - Timelines - Important events - Family trees - How long ago was the 1950s? - Everyday life in the 1950s - Childhood in the 1950s - Queen's Coronation - Changes over time - Moving on | | Bright Lights, Big City - A Landmark's history | | School Days - Important events | School Days - The Victorian Era - Victorian schools - A day in a Victorian school - Victorian classroom artefacts - Victorian lessons - Significant people: Samuel Wilderspin - What was our community like in Victorian times? |

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| | <p align="center">Our Wonderful World</p> <ul style="list-style-type: none"> - What is Geography? - Maps - Location - Directional language - Continents and oceans - Hot and cold places - Four countries of the UK - Different types of settlement | | <p align="center">Bright Lights, Big City</p> <ul style="list-style-type: none"> - Royal role play - The United Kingdom - Physical features of the United Kingdom - What is a city? - Human features in the locality - Weather in the United Kingdom | <p align="center">Bright Lights, Big City</p> <ul style="list-style-type: none"> - This is London - London Landmarks - Aerial photographs - Giving directions - Marley's trip to London | <p align="center">School Days</p> <ul style="list-style-type: none"> - Our school fieldwork - Our locality - Litter | |
| <p align="center">Computing</p> | <p align="center">Computing Systems and Networks</p> <p>Learners will develop their understanding of technology and how it can help us. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.</p> | <p align="center">Creating Media – Digital Painting</p> <p>Learners develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p> | <p align="center">Creating Media – Digital Writing</p> <p>Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p> | <p align="center">Data and Information – Grouping data</p> <p>Learners will be logging on to the computers, opening their documents, and saving their documents. Depending on how your school's system is set up, additional support and time may be required to facilitate these steps, and consideration should be given as to how this will impact the timings of activities in each lesson.</p> | <p align="center">Programming – Moving a robot</p> <p>Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming, and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p> | <p align="center">Programming – An introduction to animation</p> <p>Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.</p> |
| <p align="center">RE</p> | <p align="center">Who is God?</p> <p>To know that people sometimes use pictures to convey meaning. To know that there are many different images of God contained within the Bible.</p> | <p align="center">Why do people give presents at Christmas?</p> <p>To know the sequence of events of Jesus' birth. To know the significance of the story of the Wise Men and the symbolism of their gifts.</p> | <p align="center">Who is Jesus?</p> <p>To know that Christians call Jesus the 'Son of God' To know To know</p> | <p align="center">Is Easter happy or sad?</p> <p>To know that the story of Jesus' death and resurrection is the focus for the celebration of Easter To know that the cross is a symbol of Jesus' death on</p> | <p align="center">Judaism – What is the Torah and why is it important to Jews?</p> <p>To know what it means to treat something with respect</p> | <p align="center">Why do Christians pray?</p> <p>To know prayer is a way of connecting with God at any time and in any place prayer is about listening to God as well as talking to him</p> |

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| | <p>To know that these images help to answer the question 'What is God like?'</p> <p>To know that Christian beliefs about God are connected with these images.</p> <p>To know that Christians believe that God loves them, and all people.</p> <p>To express their own thoughts and ideas about what God might be like.</p> <p>What is the Bible about?</p> <p>To know that books can be special / important to people.</p> <p>To know that the Bible contains 'stories' about God and people.</p> <p>To know about some key narratives from the Old Testament e.g. Jacob, Joseph, Moses, Joshua, David, Samuel, Daniel etc.</p> <p>To know that the New Testament contains accounts from the life of Jesus & the early Church.</p> <p>To know that Christians read the Bible to learn about God and that this affects how they live their lives</p> | <p>To know that artists use symbolism in their pictures to convey deep meanings and beliefs.</p> <p>To know that Christians believe that God gave Jesus, like a present, to the world</p> | <p>that Christians believe that Jesus is both human and divine (God)</p> <p>To know about the main events in Jesus' life</p> <p>To know that Jesus performed miracles, including healings e.g. water into wine; feeding the 5000; calming the storm; Bartimaeus; the paralysed man; the sick girl; the ten lepers</p> <p>To know that many people followed Jesus, and still do now</p> | <p>Good Friday and the egg of Jesus' resurrection on Easter Sunday (new life)</p> <p>To know that Easter is a time of contrasting emotions</p> <p>To know that Christians believe that Jesus' death and resurrection were both part of God's plan</p> | <p>To know the Torah is the Jewish holy book and contains rules for Jews to live by</p> <p>To know the Torah is in the form of a scroll and is written in Hebrew</p> <p>To know the Torah can also be found in the Old Testament section of the Bible</p> <p>To know the synagogue is the place where Jews go to learn, worship God and be together as a community, and is where the Torah is kept</p> <p>To know light is a symbol for God's presence in the synagogue</p> <p>Why do Jewish families celebrate Shabbat?</p> <p>To know that families celebrate special times in many different ways</p> <p>To know that Shabbat and the Friday night meal are an important part of Jewish family life and help Jewish families to feel closer to God</p> <p>To know Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end</p> <p>To know Shabbat is a time of rest and recalls how God rested on the seventh day after creation</p> | <p>To know that Christians pray in different ways and for different reasons e.g. to say thank you, sorry or please</p> <p>To know that the Bible contains a special prayer</p> <p>To know that Jesus taught his disciples called the 'Lord's Prayer'</p> <p>What is a church?</p> <p>To know that Christians meet together in a church</p> <p>To know about the furniture of a church and its uses</p> <p>To know about the exterior features of a church</p> <p>To know that there are special Christian symbols in a church building</p> <p>To know that the church is not just a building but also a family of Christian people</p> <p>To know about the roles and responsibilities of the church members</p> <p>To know that anyone can go to a church</p> |
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| Art | <p>Mix it</p> <ul style="list-style-type: none"> - The colour wheel - Same or different - The colour carousel - Colour challenge - Evaluation | <p>Funny Faces and Fabulous Features</p> <ul style="list-style-type: none"> - Exploring portraits - Funny Faces - Cut, stick and join - Exploring colour - Collage creators - Gallery | | <p>Rain and Sunrays</p> <ul style="list-style-type: none"> - Exploring line and shape <p>Bright Lights, Big City</p> <ul style="list-style-type: none"> - Drawing from memory | <p>Street View</p> <ul style="list-style-type: none"> - Exploring street views - Similar or different? - Significant artist – James Rizzi - Exploring Colour - Exploring Form - Mural makers | |
| DT | <p>Shade and Shelter</p> <ul style="list-style-type: none"> - Investigating shelters - Properties of materials - Designing shelters - Building prototype shelters - Designing and evaluating a play den | | <p>Taxi</p> <ul style="list-style-type: none"> - Investigating wheels, axles and chassis - Experimenting - Exploring axles - Designing, making and evaluating our taxis | <p>Rain and Sunrays</p> <ul style="list-style-type: none"> - Weather motifs - Exploring texture - Exploring collagraphy - Creating weather collagraphs | <p>Chop, Slice and Mash</p> <ul style="list-style-type: none"> - Investigating sources of food - Preparing fruits and vegetables - Exploring salads - Designing, making and evaluating a supermarket sandwich | |
| Music | <p>Keeping the pulse (My favourite things)</p> <p>Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences</p> | <p>Tempo (Theme: Snail and Mouse)</p> <p>Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo</p> | <p>Dynamics seaside</p> <p>Exploring the connections between music, sounds and environments, children aim to represent the seaside.</p> | <p>Sound patterns (Theme: Fairytales)</p> <p>Through fairy tales, children are introduced to the concept of patterns. They are guided to read simple sound patterns and clap patterns to match a character in the story.</p> | <p>Pitch(Theme: Superheroes)</p> <p>Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p> | <p>Musical Symbols (Theme: Under the sea)</p> <p>Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas by playing tuned percussion instruments and using their bodies to mimic sea creatures.</p> |
| PE | <p>Gymnastics</p> <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 1 Flight: Bouncing, Jumping, Landing <p>Games</p> <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 2 – Throwing and catching, Aiming games | <p>Dance</p> <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 1 – Streamers, Conkers, Playing with a ball <p>Athletics</p> <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 1 | <p>Gymnastics</p> <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 3 – Rocking and Rolling <p>Swimming</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently and perform safe self-rescue in | <p>Dance</p> <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 2 – March, March, March and Jack and the Beanstalk <p>Swimming</p> <ul style="list-style-type: none"> - swim competently, confidently and proficiently and perform safe self-rescue in | <p>Athletics</p> <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 2 <p>Dance</p> <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 3 – Fog and Sunshine, Washing Day, Handa’s Surprise | <p>Gymnastics</p> <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 2 Points and Patches: Balancing on large and small body parts <p>Games</p> <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 1 Focus on ball skills and games |

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| | | | different water-based situations. | different water-based situations. | | |
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