

## Stillness Infant School – Curriculum Map – Year 1

Topic	English: Writing/ Grammar/ Punctuation	English: Reading	Maths	Science	Computing	History / Geography	Art / DT	RE	SMSC / PSHE/safeguarding	PE	Music
<b>Senses!</b>	<p>Descriptive writing about the senses and body- link to science: adjectives, full stops and capital letters.</p> <p>Fiction: Jim and the Beanstalk, I Feel a Foot, Smelly Bear, What the Ladybird Heard, the stone soup: responding to a picture they are shown from the story. Full stops, capitals letters, handwriting – on the line/ formation/ spacing etc. Some use of adjectives.</p> <p>Capital letters for names and personal pronoun I.</p> <p>Sequencing sentences to form short narratives.</p> <p><b>Sentence:</b> How words can combine to make sentences.</p> <p><b>Punctuation:</b> Separation of words with spaces.</p> <p><b>Punctuation:</b> Introduction to capital letters and full stops to demarcate sentences.</p>	<p>Vocabulary focused: New words and definitions.</p> <p>Pointing out HFW/CEW – link to spelling words of the week.</p> <p>Decoding skills, explicitly sounding out the words. Children to spot familiar sounds in words.</p> <p>Comprehension: beginning to ask information retrieval questions.</p>	<p>Week 1: Digit focus- 0-9. Consolidation with resources.</p> <p>Week 2: Number. Counting and counting on assessment.</p> <p>Week 3: Number and place value (10) Numerals and names to 10.</p> <p>Week 4: Number and Place Value (10) One more.</p> <p>Week 5: Number and Place Value (10) One less.</p> <p>Week 6: Number and Place Value (10) Comparing.</p> <p>Week 7: Number and Place Value (10) Identifying and representing numbers</p>	<p>Animals, including humans- Identifying parts of the human body and exploring the five main senses.</p> <p>Exploring the senses through carrying out simple tests and making observations from first hand experiences.</p> <p>Outdoor learning session- introduction to the seasons.</p>	<p>We are Treasure Hunters Using programmable toys. Beebot jackets. Visits to ICT suite to reinforce keyboard skills.</p>		<p>Kandinsky- colour mixing. Working with line and shape.</p>	<p>Christianity - The Natural World – Christianity.</p>	<p>How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt</p> <p>School Council.-introduce children to the idea that there is a way to make your voice heard in our country (by voting for the government you choose) and at school you can have your say through the School council and by voting form a rep. Link to Prevent Strategy.</p> <p>Black History Month- October Assemblies and International Day</p> <p>Supporting the charity Macmillan- wear green and assembly- 29th Sept.</p> <p>Values: Manners and Trust</p>	<p>Get Set 4 PE Fitness and Fundamentals</p>	<p>OURSELVES</p> <p>Musical focus: Exploring sounds. The children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story</p> <p>NUMBERS</p> <p>Musical focus: Beat The children develop a sense of steady beat through using movement, body percussion and instruments.</p>

<p><b>The 1960s!</b></p> <p>Visit - The Tate Modern</p> <p>Visit – Pantomime</p>	<p>Tate recount: personal voice, chronological order, time connectives, capital letters, full stops.</p> <p>Favourite foods- comparative writing. Personal voice, first person, descriptive phrases. Conjunction: because.</p> <p>A day in the life of 1960s schools. Comparative writing of now and then. Sequencing of events in the day.</p> <p>Writing about pictures- Yellow Submarine. Where would you go in your Yellow Submarine?</p> <p>Sports and leisure comparison writing- 66 world cup vs Olympics. Descriptive writing.</p> <p><b>Sentence:</b> How words can combine to make sentences.</p> <p><b>Punctuation:</b> Separation of words with spaces.</p> <p><b>Punctuation:</b> Introduction to capital letters and full stops to demarcate sentences.</p>	<p>Vocabulary focused: New words and definitions.</p> <p>Pointing out HFW/CEW – link to spelling words of the week.</p> <p>Decoding skills, explicitly sounding out the words. Children to spot familiar sounds in words.</p> <p>Comprehension: beginning to ask information retrieval questions.</p>	<p>Week 1: Addition Facts and Number bonds within 10</p> <p>Week 2: Addition Number bonds within and of 10</p> <p>Week 3: Addition (10)</p> <p>Week 4: Addition Counting on and Missing Number Problems (10)</p> <p>Week 5: Subtraction (10)</p> <p>Week 6: Subtraction – Counting back and Finding the difference (10)</p> <p>Week 7: Addition and Subtraction (Fact Families)</p> <p>Week 8: Geometry: 2D &amp; 3D Shape</p>	<p>Seasonal Changes: Autumn – gathering data about the weather, temperature and day length. How the seasons impact animals e.g. hibernation.</p> <p>Outdoor learning sessions- hibernation of hedgehogs and trip to Ladywell Fields to make observations about Autumn.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>We Are Celebrating - Creating a card electronically using Paint/ 2paintapicture.</p>	<p>Look at similarities and differences of history within living memory, changes in national character – driven by surveys filled out by grandparents, talking about what life was like for them in the 60s, looking at schools, food and leisure time specially.</p> <p>Significant figures; Neil Armstrong and The Beatles.</p>	<p>Pop art painting Roy Lichtenstein Visit to the Tate Modern</p>	<p>Christianity Unit 1 – The Bible and Christmas</p> <p>Christianity Unit 2 – Church Visit</p> <p>Remembrance day</p>	<p><b>What makes us special? L8&amp;9, R8&amp;9</b></p> <p>Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities</p> <p>Fireworks Safety</p> <p>Anti-bullying week Taught through what a good friend is and does.</p> <p>Link to the Values of equality, friendship, responsibility and individuality- helping children to stand up to negative peer pressure.</p> <p>Voluntary Services Lewisham Christmas Appeal Values: Responsibility, Community</p>	<p>Get Set 4 PE Dance and gymnastics</p>	<p>ANIMALS Musical focus: Pitch The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p>WEATHER Musical focus: Exploring sounds The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</p> <p>In addition to weekly music lessons during this half term there will be singing teaching for the school nativity concert. During these sessions singing technique will be taught explicitly to both Year 1 and Year 2</p>
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<p><b>Britain's Great!</b></p>	<p>Myths from around the UK, helping to highlight the geography of those areas.</p> <p>Joining words and clauses using and.</p> <p>Capital letters for names and personal pronoun I.</p> <p>Plural noun suffixes. Sequencing sentences to form short narratives.</p> <p><b>Sentence:</b> Joining words and joining clauses using and.</p> <p><b>Punctuation:</b> names and for the personal pronoun I.</p> <p><b>Word:</b> Regular plural noun suffixes – s or – es (for example, dog, dogs: wish, wishes), including the effects of these suffixes on the meaning of the noun.</p> <p><b>Text:</b> Sequencing sentences to form short narratives.</p>	<p>Vocabulary focused: New words and definitions.</p> <p>Pointing out HFW/CEW – link to spelling words of the week.</p> <p>Decoding skills, explicitly sounding out the words</p> <p>Comprehension: beginning to ask information retrieval questions.</p> <p>Using the pictures to predict what is happening or what might happen in a text.</p> <p>Talking about the characters explicitly and how they might think, feel, look?</p>	<p>Week 1: 4 DAYS Number and Place Value (20)</p> <p>Week 2: Number and Place Value (20)</p> <p>Week 3: Addition and Subtraction (20)</p> <p>Week 4: Addition and Subtraction (20)</p> <p>Week 5: Addition and Subtraction (20)</p> <p>Week 6: Addition and Subtraction (20)</p>	<p>Animals, including humans- Classifying animals by what they eat: carnivores, herbivores &amp; omnivores.</p> <p>Seasonal Changes: Winter-gathering data about the weather, temperature and day length.</p> <p>Outdoor learning sessions- making nests for birds and trip to Ladywell Fields to make observations about Winter.</p>	<p>We Are Collectors- Finding images using the web. Web browser/ power point- link to English.</p>	<p>Naming and locating the four countries of the UK, their capital cities and their surrounding seas. Looking at the unique features of each country. Using aerial photographs to identify landmarks.</p>	<p>Sculpture- Making clay dragon eyes, focus on pattern and texture.</p>	<p>Islam Unit 1 - Prophet Muham mad (pbuh) Messeng er of Allah</p> <p>Hinduism Unit 1 – God</p>	<p>E-safety week – starts with KS1 assembly, followed up in class.</p> <p>How do we keep safe? Keeping safe in familiar and unfamiliar situations;</p> <p>Supporting the Go Orange Day- Muscular Dystrophy Charity- wear Orange and an assembly- 2nd Feb. Values: Determination Positivity</p>	<p>Get Set 4 PE Dance and Ball Skills</p>	<p><b>MACHINES</b> Musical focus: Beat The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo. Ten Pieces ( BBC) Children listen to a selected piece and identify the beat in the music. <b>SEASONS</b> Musical focus: Pitch</p> <p>The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.</p>
<p><b>Go Wild!</b></p> <p>London Zoo Trip.</p>	<p>Trip recount: Chronological order, time connectives, personal voice, first person, past tense.</p> <p>Whole Class Dear Zoo book: create class book. Factual writing: Ownership of animal choice, fact file research.</p>	<p>Vocabulary focused: New words and definitions.</p> <p>Pointing out HFW/CEW – link to spelling words of the week.</p> <p>Decoding skills, explicitly sounding out the words</p>	<p>Week 1: Number and Place value (50) Multiples – 2,5 &amp; 10</p> <p>Week 2: Number and Place value (50) Multiples – 2,5 &amp; 10</p> <p>Week 3: Number</p>	<p>Animals including humans- Identifying, comparing and classifying animals by their features, including mammals, birds, reptiles, fish and amphibians.</p>	<p>We Are Painters- illustrating an e book- using 2paintapicture.</p>	<p>Use world maps, atlases and globes to identify the continents and oceans.</p>	<p>D.T. focus: Split pin puppets. Designing and making African Plain animals. There will also be a printing focus with animal prints and the texture of the</p>	<p>Islam Unit 2 – Five Pillars of Islam</p> <p>Hinduism Unit 2 - Hindu Belief and the Home</p>	<p>Fair Trade and Sport Relief. 26th Feb assemblies and cooking activities.</p> <p>How do we keep safe? household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help</p>	<p>Get Set 4 PE Yoga and Team Building</p>	<p><b>OUR SCHOOL</b> Musical focus: Exploring sounds</p> <p>The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT</p>

	<p>Poetry: Oi Frog Sentence level work, rhyming vocabulary</p> <p>How to Hide a Lion – Retell the story, beginning middle end. Plan their work.</p> <p><b>Sentence:</b> Joining words and joining clauses using and.</p> <p><b>Punctuation:</b> names and for the personal pronoun I.</p> <p><b>Word:</b> Regular plural noun suffixes – s or – es (for example, dog, dogs: wish, wishes), including the effects of these suffixes on the meaning of the noun.</p> <p><b>Text:</b> Sequencing sentences to form short narratives.</p>	<p>Comprehension: beginning to ask information retrieval questions.</p> <p>Using the pictures to predict what is happening or what might happen in a text.</p> <p>Talking about the characters explicitly and how they might think, feel, look?</p>	<p>and Place value (50) Multiples – 2,5 &amp; 10</p> <p>Week 4: Measurement: Length &amp; Height</p> <p>Week 5: Measurement: Length &amp; Height</p> <p>Week 6: Measurement: Weight &amp; Volume</p>	<p>Science Week- Ducklings visit- learning about how ducklings grow.</p>			<p>animal's skin. Looking at Eric Carle's print style.</p>		<p>Values: Appreciation, Curiosity</p>		<p>to stimulate musical ideas related to geography.</p> <p>PATTERN Musical focus: Beat</p> <p>The children develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores</p>
<p><b>Think Global, Act Local</b></p> <p>Visits: The Horniman Gardens Ladywell Fields</p>	<p>The Curious Garden- where would the children plant their garden? Questions and statements.</p> <p>Writing letters to persuade people to let us plant things. Persuasive vocabulary, layout.</p> <p>The Lorax: Compare the settings of the story. Suffix focus. Write the ending of the story. Individual to each child. What an end of a story is like?</p> <p><b>Punctuation:</b> Revision of capital</p>	<p>Vocabulary focused: New words and definitions.</p> <p>Comprehension: beginning to ask information retrieval questions. Begin asking inference style questions to deepen their understanding of the text.</p> <p>Using the pictures to predict what is happening or what might happen in a text.</p> <p>Talking about the</p>	<p>Week 1: Number: Multiplication and Division Revisit multiples – 2,5 &amp; 10</p> <p>Week 2: Number: Multiplication and Division Revisit multiples – 2,5 &amp; 10</p> <p>Week 3: *4 day week Number: Multiplication and Division Revisit multiples – 2,5 &amp; 10</p> <p>Week 4: Number: Fractions</p>	<p>Plants- Identifying common wild and garden plants, including deciduous and evergreen trees. Describing the basic structure of plants and trees.</p> <p>Seasonal Changes: Spring-gathering data about the weather, temperature and day length.</p>	<p>We Are TV Chefs- filming the steps of a recipe. Algorithms, filing, editing.</p>	<p>Geography- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Printing – using shapes and patterns inspired by nature to create a flower design. William Morris.</p>	<p>Belonging – Who am I?</p>	<p>Fairtrade fortnight- Values: Friendship</p> <p>How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss</p>	<p>Get Set 4 PE Invasion and Net and Wall</p>	<p>STORYTIME Musical focus: Exploring sounds</p> <p>The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> <p>OUR BODIES Musical focus: Beat</p> <p>The children respond with their bodies to steady beat and rhythm in music.</p>

	<p>letters and full stops and introducing question marks and exclamation marks to demarcate sentences.</p> <p><b>Word:</b> Suffixes that can be added to verbs where no change is needed in the spelling of root words (eg: helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind or undoing, untie the boat)</p>	<p>characters explicitly and how they might think, feel, look?</p> <p>Providing a wide range of texts for children to look at – information texts, stories – and children understanding the different features and use of vocabulary.</p> <p>Summarising skills – to check children have understood the text.</p>	<p>Week 5: Number: Fractions</p> <p>Week 6: Geometry: Position and Direction</p>	<p>Outdoor learning sessions- planting seeds and trip to Ladywell Fields to make observations about spring.</p>							<p>They experience combining rhythm patterns with steady beat, using body percussion.</p>
<p><b>High Seas Explorers</b></p> <p>Golden Hinde</p>	<p>Trip recount- The Golden Hinde</p> <p>Sir Francis Drake information.</p> <p>A day in the life of a cabin boy: diary entry, features, personal voice, informative.</p> <p>End of year poems – rhyming words, acrostic poetry.</p> <p>Letter to new teacher- letter format, personal voice, first person</p> <p><b>Punctuation:</b> Revision of capital letters and full stops and introducing question marks and exclamation marks to demarcate sentences.</p>	<p>Vocabulary focused: New words and definitions.</p> <p>Comprehension: beginning to ask information retrieval questions. Begin asking inference style questions to deepen their understanding of the text.</p> <p>Using the pictures to predict what is happening or what might happen in a text.</p> <p>Talking about the characters explicitly and how they might think, feel, look?</p> <p>Providing a wide</p>	<p>Week 1: Number and Place Value (100)</p> <p>Week 2: Number and Place Value (100)</p> <p>Week 3: Measurement: Money</p> <p>Week 4: Time</p> <p>Week 5: Time</p> <p>Week 6: Assess and review week</p>	<p>Materials- identifying and describing properties of everyday materials. Comparing and investigating the properties of materials.</p> <p>Seasonal Changes: Summer- gathering data about the weather, temperature and day length. Reflecting on how seasons change over the course of a year.</p> <p>Outdoor learning session- trip to Ladywell Fields</p>	<p>We Are Storytellers Producing a talking book. PowerPoint/ 2createastory.</p>	<p>Events beyond living memory that are significant nationally or globally – circumnavigation of globe, trade routes.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements – Francis Drake, Elizabeth I.</p> <p>Comparing – key physical and human features. Use of correct geographical vocabulary to describe them.</p>	<p>Pirate art- wax resist, collage, colour mixing.</p>	<p>Right and Wrong - Develop opportunities to think about the common values of different faiths in relation to rules about behaviour towards others.</p>	<p>Values: Teamwork Creativity</p> <p>What can we do with money? Where money comes from; spending; saving; keeping money safe</p>	<p>Get Set 4 PE Athletics and Striking and Fielding</p>	<p>TRAVEL Musical focus: Performance</p> <p>The children develop their performance skills and learn songs about travel and transport from around the world.</p> <p>WATER Musical focus: Pitch</p> <p>The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p> <p>During this term</p>

	<p><b>Word:</b> Suffixes that can be added to verbs where no change is needed in the spelling of root words (eg: helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind or undoing, untie the boat)</p>	<p>range of texts for children to look at – information texts, stories – and children understanding the different features and use of vocabulary.</p> <p>Summarising skills – to check children have understood the text.</p>		<p>to make observations about summer.</p>		<p>Using compass directions on a simple map.</p>					<p>children will be preparing for their end of year concert. Vocal warm up and technique will be taught explicitly during this time as part of their rehearsals.</p>
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*NB: British values: democracy, rule of law, individual liberty, mutual respect, tolerance of those of different faiths*