


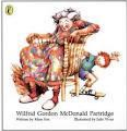

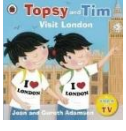
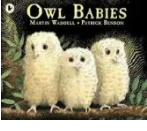
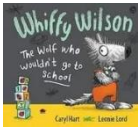





St. Giles' Infant School – Year 1 Curriculum Map

	Childhood 		Bright Lights, Big City 		School Days 	
	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 The Enormous Turnip 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

		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

		- 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?

	<p style="text-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 style="text-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 style="text-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 style="text-align: center;">School Days</p> <ul style="list-style-type: none"> - Our school fieldwork - Our locality - Litter 	
Computing	<p style="text-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 style="text-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 style="text-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 style="text-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 style="text-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 style="text-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>
RE	<p style="text-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 style="text-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 style="text-align: center;">Who is Jesus?</p> <p>To know that Christians call Jesus the 'Son of God' To know To know</p>	<p style="text-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 style="text-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 style="text-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>

	<p>To know that these images help to answer the question 'What is God like?' To know that Christian beliefs about God are connected with these images. To know that Christians believe that God loves them, and all people. To express their own thoughts and ideas about what God might be like.</p> <p>What is the Bible about? To know that books can be special / important to people. To know that the Bible contains 'stories' about God and people. To know about some key narratives from the Old Testament e.g. Jacob, Joseph, Moses, Joshua, David, Samuel, Daniel etc. To know that the New Testament contains accounts from the life of Jesus & the early Church. 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. 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) To know about the main events in Jesus' life 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 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) To know that Easter is a time of contrasting emotions 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 To know the Torah is in the form of a scroll and is written in Hebrew To know the Torah can also be found in the Old Testament section of the Bible 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 To know light is a symbol for God's presence in the synagogue</p> <p>Why do Jewish families celebrate Shabbat? To know that families celebrate special times in many different ways 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 To know Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end 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 To know that the Bible contains a special prayer To know that Jesus taught his disciples called the 'Lord's Prayer'</p> <p>What is a church? To know that Christians meet together in a church To know about the furniture of a church and its uses To know about the exterior features of a church To know that there are special Christian symbols in a church building To know that the church is not just a building but also a family of Christian people To know about the roles and responsibilities of the church members To know that anyone can go to a church</p>
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Art	Funny Faces and Fabulous Features <ul style="list-style-type: none"> - Exploring portraits - Funny Faces - Cut, stick and join - Exploring colour - Collage creators - Gallery 	Mix it <ul style="list-style-type: none"> - The colour wheel - Same or different - The colour carousel - Colour challenge - Evaluation 		Rain and Sunrays <ul style="list-style-type: none"> - Exploring line and shape Bright Lights, Big City <ul style="list-style-type: none"> - Drawing from memory 	Street View <ul style="list-style-type: none"> - Exploring street views - Similar or different? - Significant artist – James Rizzi - Exploring Colour - Exploring Form - Mural makers 	
DT	Shade and Shelter <ul style="list-style-type: none"> - Investigating shelters - Properties of materials - Designing shelters - Building prototype shelters - Designing and evaluating a play den 		Taxi <ul style="list-style-type: none"> - Investigating wheels, axles and chassis - Experimenting - Exploring axles - Designing, making and evaluating our taxis 	Rain and Sunrays <ul style="list-style-type: none"> - Weather motifs - Exploring texture - Exploring collagraphy - Creating weather collagraphs 	Chop, Slice and Mash <ul style="list-style-type: none"> - Investigating sources of food - Preparing fruits and vegetables - Exploring salads - Designing, making and evaluating a supermarket sandwich 	
Music	Pulse and rhythm (Theme: All about me) <p>Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p>	Classical music, dynamics and tempo (Theme: Animals) <p>Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals.</p>	Musical vocabulary (Under the sea) <p>Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.</p>	Timbre and rhythmic patterns (Theme: Fairytales) <p>Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.</p>	Pitch and tempo (Theme: Superheroes) <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>	Vocal and body sounds (Theme: By the sea) <p>Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p>
PE	Dance <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 1 - Streamers, Conkers, Playing with a ball Games <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 2 – Throwing and catching, Aiming games 	Gymnastics <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 1 Flight: Bouncing, Jumping, Landing Athletics <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 1 	Gymnastics <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 3 – Rocking and Rolling Swimming <ul style="list-style-type: none"> - swim competently, confidently and proficiently and perform safe self-rescue in different water-based situations. 	Dance <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 2 – March, March, March and Jack and the Beanstalk Swimming <ul style="list-style-type: none"> - swim competently, confidently and proficiently and perform safe self-rescue in different water-based situations. 	Athletics <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 2 Dance <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 3 - Fog and Sunshine, Washing Day, Handa’s Surprise 	Gymnastics <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 2 Points and Patches: Balancing on large and small body parts Games <ul style="list-style-type: none"> - Val Sabin Year 1 Unit 1 Focus on ball skills and games