



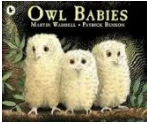

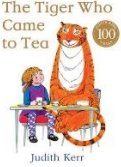

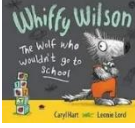
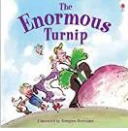




St. Giles' Infant School – Year 1 Curriculum Map

	Childhood 		Bright Lights, Big City 		School Days 	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Wilfrid Gordon McDonald Partridge  Owl Babies  The Jolly Christmas Postman 		The Tiger Who Came To Tea  Little Red Riding Hood 		Whiffy Wilson: The Wolf who wouldn't go to school  The Enormous Turnip  Non-fiction Amazing 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	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/	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	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	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	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

	ai ay ow ou oi oy ee ea Review all taught so far Secure spelling	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 Tricky words - Their, people, oh, your	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/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	ph phone wh wheel ie shield g giant	/or/ augh our oar ore daughter pour oar more Review
English	Childhood Write an autobiography Use sequencing words Write a non-chronological report about childhood in the 1950s Use subject-specific vocabulary and phrases for the passing of time Write a riddle about a historical artefact Use descriptive words		Bright Lights, Big city Design an information poster about the monarch include images, lists, labels and captions Write a set of directions to travel on foot from one London landmark to another Use imperative verbs Write a short narrative about the adventures of Marley the Meerkat		School Days Write a list poem to celebrate life in school Use subject-specific vocabulary Write a diary entry to describe how children felt during a Victorian handwriting lesson Use sequencing words and formulaic phrases, including those to indicate the start and end of a text Write a letter to the head teacher to explain how they are going to make a positive contribution to the school Sequence sentences and use formulaic phrases	
	Talk for Writing Deepen an understanding of a text through drama, short burst writing, description, persuasion and scientific writing. Create their own versions of a model text. Plan, draft and revise their writing. Become independent writers, choosing what and how to write.					
Maths White Rose	Place Value & Addition and Subtraction - 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	Addition and Subtraction cont. - Simple subtraction - Finding the difference - Comparing addition and subtraction statements Geometry - Recognise 3D shapes - Sort 3D shapes - Recognise 2D shapes - Sort 2D shapes	Addition and Subtraction (within 20) - Add by counting on - Add ones using number bonds - Find and make number bonds - Subtraction not crossing 10 - Subtraction, counting back - Subtraction crossing 10	Place value cont. (within 50) - Representing numbers to 50 - One more one less - Compare objects/ numbers - Order numbers - Counting in 2s - Counting in 5s Length & Height - Compare lengths	Multiplication & Division - 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 Fractions	Place value (within 100) - Counting to 100 by making 10s - Counting on & back - Introducing the 100 square - Partitioning numbers - Comparing/ordering numbers - One more one less Money - Recognising coins –

	<ul style="list-style-type: none"> - Symbols (+, -, =) - Number bonds to 10 - Fact families - Simple addition 	<ul style="list-style-type: none"> - Identifying patterns within 2D & 3D shapes Place Value cont. - Numbers from 11-20 - Tens and Ones - One more one less - Compare objects/numbers - Order numbers 	<ul style="list-style-type: none"> - Comparing number sentences Place value (within 50) - Counting to 50 in 10s - Counting on and back to 50 - Tens and Ones 	<ul style="list-style-type: none"> - Compare heights - Measuring lengths Weight & Volume - Introduce weight & mass - Measure mass - Compare mass - Weight & mass problems - Capacity & volume - Measure & compare 	<ul style="list-style-type: none"> - Making half - Making a whole - Finding half of a quantity - Finding a quarter of a quantity Position & Direction - Describe turns - Describe positions 	<ul style="list-style-type: none"> Recognising notes - Counting coins Time - Before & after - Dates - Time to the hour - Time to the half hour - Writing time - Comparing time
Science	<p>Everyday Materials</p> <ul style="list-style-type: none"> - 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 	<p>Human Senses</p> <ul style="list-style-type: none"> - 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. 	<p>Seasonal changes</p> <ul style="list-style-type: none"> - 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 		<p>Plant Parts</p> <ul style="list-style-type: none"> - 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. 	<p>Animal Parts</p> <ul style="list-style-type: none"> - 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	<p>Being Me</p> <ul style="list-style-type: none"> - Special & safe - My class - Rights and responsibilities - Rewards & feeling proud - Consequences 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> - The same as... - Different from... - What is 'bullying'? - What do I do about bullying? - Making new friends - Celebrating me 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> - My treasure chest of success - Steps to goals - Achieving together - Stretchy learning - Overcoming obstacles - Celebrating my success 	<p>Healthy Me</p> <ul style="list-style-type: none"> - Being healthy - Healthy choices - Clean and healthy - Medicine safety - Road safety - Keeping clean & healthy 	<p>Relationships</p> <ul style="list-style-type: none"> - Families - Making friends - Greetings - People who help us - Being me own best friend School Days - Special people in school 	<p>Changing Me</p> <ul style="list-style-type: none"> - Life cycles - Changing me - My changing body - Boys' & girls' bodies - Growing - Coping with changes
History	<p>Childhood</p> <ul style="list-style-type: none"> - Childhood Past and Present - Stages of human life - Timelines - Important events - Family trees - How long ago was the 1950s? 		<p>Bright Lights, Big City</p> <ul style="list-style-type: none"> - A Landmark's history - The Great Fire of London 		<p>School Days</p> <ul style="list-style-type: none"> - Important events 	<p>School Days</p> <ul style="list-style-type: none"> - The Victorian Era - Victorian schools - A day in a Victorian school - Victorian classroom artefacts

	<ul style="list-style-type: none"> - Everyday life in the 1950s - Childhood in the 1950s - Queen's Coronation - Changes over time - Moving on 					<ul style="list-style-type: none"> - Victorian lessons - Significant people: Samuel Wilderspin - What was our community like in Victorian times?
Geography	<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>CHRISTIANITY: Why do Christians call God 'creator'? 'Create' / 'creation' / 'creator'</p> <ul style="list-style-type: none"> • Biblical creation story • God as 'creator' of the world & in other parts of the Bible • Celebration of Harvest 	<p>CHRISTIANITY: What is the 'Nativity' and why is it important to Christians? 'Nativity' as the birth of Jesus</p> <ul style="list-style-type: none"> • Other important people in the Nativity • Why did angels announce Jesus' birth? • Diversity of Nativity sets across the world • Christmas as focus of worship of Jesus 	<p>What is the Torah and why is it important to Jewish families? What makes a book special?</p> <ul style="list-style-type: none"> • Torah is special as it contains God's words & rules for living (mitzvot) • How Jewish people show the Torah is special in how it's treated & where it 'lives' 	<p>Why do Jewish families celebrate the gift of Shabbat?</p> <ul style="list-style-type: none"> • Shabbat as a special gift of rest • Links with creation story • Friday night meal & symbols; Saturday night ceremony as start of new week 	<p>CHRISTIANITY: What do Christians learn from stories of Jesus?</p> <ul style="list-style-type: none"> • Stories about Jesus, baby → man • Jesus human 'like us' and divine, 'like God' • Jesus' stories ('parables') & miracles • Christians as 'followers' of Jesus • End with Easter story and symbols 	<p>Is prayer important to everyone?</p> <ul style="list-style-type: none"> • Who do people pray to? Does everyone pray? • How is prayer different from reflection? • Buddhist 'prayer' flags & prayer beads across traditions
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 Bright Lights, Big City - 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>Pulse and rhythm (Theme: All about me) 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>	<p>Classical music, dynamics and tempo (Theme: Animals) Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals.</p>	<p>Musical vocabulary (Under the sea) Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.</p>	<p>Timbre and rhythmic patterns (Theme: Fairytales) 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>	<p>Pitch and tempo (Theme: Superheroes) 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>Vocal and body sounds (Theme: By the sea) Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p>

<p style="text-align: center;">PE</p>	<p style="text-align: center;">Gymnastics</p> <p>- Val Sabin Year 1 Unit 1 Flight: Bouncing, Jumping, Landing</p> <p style="text-align: center;">Games</p> <p>- Val Sabin Year 1 Unit 2 – Throwing and catching, Aiming games</p>	<p style="text-align: center;">Dance</p> <p>- Val Sabin Year 1 Unit 1 – Streamers, Conkers, Playing with a ball</p> <p style="text-align: center;">Athletics</p> <p>- Val Sabin Year 1 Unit 1</p>	<p style="text-align: center;">Gymnastics</p> <p>- Val Sabin Year 1 Unit 3 – Rocking and Rolling</p> <p style="text-align: center;">Swimming</p> <p>- swim competently, confidently and proficiently and perform safe self-rescue in different water-based situations.</p>	<p style="text-align: center;">Dance</p> <p>- Val Sabin Year 1 Unit 2 – March, March, March and Jack and the Beanstalk</p> <p style="text-align: center;">Swimming</p> <p>- swim competently, confidently and proficiently and perform safe self-rescue in different water-based situations.</p>	<p style="text-align: center;">Athletics</p> <p>- Val Sabin Year 1 Unit 2</p> <p style="text-align: center;">Dance</p> <p>- Val Sabin Year 1 Unit 3 – Fog and Sunshine, Washing Day, Handa’s Surprise</p>	<p style="text-align: center;">Gymnastics</p> <p>- Val Sabin Year 1 Unit 2 Points and Patches: Balancing on large and small body parts</p> <p style="text-align: center;">Games</p> <p>- Val Sabin Year 1 Unit 1 Focus on ball skills and games</p>
--	---	---	--	--	---	---