

## Beam County Primary School Year 1 Curriculum Map 2020 - 2021

	Autumn		Spring		Summer	
Literacy	Emotional Literacy ( <i>We are Together, Colour Monster, Colour Monster Goes To School</i> ) Lists, Labels and Captions ( <i>Link with foundation subjects where possible</i> )	Traditional Tales Stories with predictable / patterned language ( <i>Goldilocks and the Three Bears, Three Billy Goats Gruff, Three Little Pigs</i> )	Rhythm and Rhyme <i>Oi Dog, Oi Cat, Oi Frog</i> )  Dictionary skills  Story poetry ( <i>My Mum, Sensory Poems, Spring Poems</i> )	Stories from a range of cultures ( <i>Literacy Shed 'Zara', The Rainbow Bird, The Magic Paintbrush, The Old Woman and the Red Pumpkin. Anansi Stories.</i> )	Stories about fantasy worlds ( <i>Rainbow Fish, Little Lumpty</i> )	Non-Chronological reports: Information Texts ( <i>Link with foundation subjects where possible</i> )  Recounts
Maths	Number and Place Value <i>Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number</i> <i>Count in multiples of 2s, 5s and 10s</i> Addition & Subtraction <i>Read, write and interpret mathematical statements involving + - = signs, using concrete</i>	Number and Place Value <i>Count in multiples of 2s, 5s and 10s</i> <i>Read and write numbers to 100 in numerals</i>  Addition and Subtraction <i>Read, write and interpret mathematical statements involving + - = signs. To solve missing numbers within calculations.</i>	Number and Place Value <i>Given a number, identify 1 more or 1 less.</i> Measures Mass and Weight <i>Measure &amp; begin to record the following: Mass/weight</i> Geometry 2D and 3D shapes <i>Identify &amp; describe common 2D shapes, including:</i>	Measures Length and Weight <i>Measure &amp; begin to record the following: Length &amp; heights Mass/weight</i> Multiplication and Division <i>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial</i>	Number and Place Value <i>Read and write numbers from 1 – 20 in numerals and words</i> Addition and Subtraction <i>Add and subtract 1-digit and 2-digit numbers to 20, including zero.</i> Measures Capacity and Volume <i>Measure &amp; begin to record Capacity &amp; volume</i>	Measures Time <i>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</i> Multiplication and Division <i>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial</i>

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	<i>objects and begin to use a number line in order to solve.</i>	<p><i>Represent and use number bonds and related subtractions facts within 20.</i></p> <p>Measures Length and Weight <i>Measure &amp; begin to record the following: Length &amp; heights</i></p>	<p><i>2D, e.g. rectangles (including squares) circles, triangles</i></p> <p>Measures Money <i>Recognise &amp; know the value of different denominations or coins and notes.</i></p> <p>Addition and Subtraction <i>Add and subtract 1-digit and 2-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</i></p>	<p><i>representations and arrays.</i></p> <p>Fractions <i>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</i></p> <p>Geometry Position and Direction <i>Describe position, direction and movement, including half, quarter and three-quarter turns</i></p> <p>Measures Time <i>Compare, describe &amp; solve practical problems for: Time</i></p>	<p>Fractions <i>Recognise, find and name a half as one of two equal parts and a quarter as being one of four equal parts of an object, shape or quantity</i></p> <p>Geometry Position and Direction <i>Describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes</i></p> <p>Geometry 3D Shape <i>Recognise &amp; name common 3D shapes.</i></p>	<p><i>representations and arrays.</i></p> <p>Addition and Subtraction <i>Add and subtract 1-digit and 2-digit numbers to 50, including zero.</i></p> <p>Measures General <i>Consolidate: All learning involving length; weight and mass; capacity and volume; time and money</i></p> <p>Number <i>Consolidate: All learning involving place value; addition and subtraction and fractions</i></p>
Science	Everyday materials <i>Pupils should be taught to:</i>	Everyday materials <i>Pupils should be taught to:</i>	Seasonal changes <i>Pupils should be taught to:</i>	Plants <i>Pupils should be taught to:</i>	Animals including humans	Animals including humans

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	<p><i>* distinguish between an object and the material from which it is made</i></p> <p><i>*identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</i></p>	<p><i>* describe the simple physical properties of a variety of everyday materials</i></p> <p><i>* compare and group together a variety of everyday materials on the basis of their simple physical properties.</i></p>	<p><i>* observe changes across the four seasons</i></p> <p><i>*observe and describe weather associated with the seasons and how day length varies.</i></p>	<p><i>* identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i></p> <p><i>* identify and describe the basic structure of a variety of common flowering plants, including trees.</i></p>	<p><i>Pupils should be taught to:</i></p> <p><i>* identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i></p> <p><i>* identify and name a variety of common animals that are carnivores, herbivores and omnivores</i></p>	<p><i>Pupils should be taught to:</i></p> <p><i>* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</i></p> <p><i>* identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i></p>
Geography	<p>Investigating my home</p> <p><i>Links with Autumn history topic</i></p> <p><i>Gather research about Dagenham's past (its current features, changes to buildings, travel, etc.).</i></p>		<p>Toys around the world</p> <p><i>Links with Spring history topic</i></p> <p><i>Enquire about toys used in different parts of the world and how weather can effect what children play with outside- focus on outdoor play.</i></p>		<p>Exploring animal's homes</p> <p><i>Links with Science topic (Animals including humans)</i></p> <p><i>Exploration of the 7 continents, variety of geographical vocabulary, use of maps, infant atlases and introduction to globes.</i></p>	
History	<p>What was life when our grandparents were children?</p> <p><i>Key skills and concepts:</i></p> <ul style="list-style-type: none"> <li><i>• Enquiry</i></li> <li><i>• Similarities and difference</i></li> </ul>		<p>What did you play with?</p> <p><i>Key skills and concepts:</i></p> <ul style="list-style-type: none"> <li><i>• Enquiry</i></li> <li><i>• Similarities and difference</i></li> <li><i>• Chronology</i></li> </ul>		<p>Who were the greatest explorers?</p> <p><i>Key skills and concepts:</i></p> <ul style="list-style-type: none"> <li><i>• Enquiry</i></li> <li><i>• Similarities and difference</i></li> <li><i>• chronology</i></li> </ul>	

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	<p>• <i>Characteristic features</i></p> <p><i>In this unit the children will explore similarities and differences between their own lives and those of their grandparents growing up.</i></p>	<p><i>In this unit, the children will explore how toys have changed and developed over time, with focus on the Victorian period.</i></p>	<p><i>In this unit, the children will investigate the lives and journeys of four explorers from various eras.</i></p>
R. E.	<p>A Time for Giving Thanks</p> <p><i>That the Jewish festival of Sukkot reminds the Jewish people of the time they spent in the desert</i></p> <p><i>That many people see harvest as a time of thanksgiving for the good gifts that God gives.</i></p> <p><i>Many people believe that God is the creator of the world</i></p> <p>What is God Like?</p> <p><i>Know that Christians usually describe God like a loving parent.</i></p> <p><i>Understand that God is described in many different ways.</i></p> <p><i>Reflect on the fact that some things are mysterious and can't be explained easily.</i></p> <p><i>Respond, sensitively, to the ideas of others.</i></p> <p>Gifts and Giving</p> <p><i>In the Christmas story, the wise men followed a star to Bethlehem and gave special gifts to Jesus</i></p> <p><i>That Christians believe that God gave his son as a gift to the world</i></p>	<p>Who is Jesus?</p> <p><i>Know that Jesus grew up in a Jewish family.</i></p> <p><i>Understand that Jesus was born a long time ago but is still important for Christians today.</i></p> <p><i>Reflect on people who are special to them.</i></p> <p><i>Reflect on what makes each one of us unique.</i></p> <p>What does it mean to be a Christian? : talking and listening to God</p> <p><i>To give children opportunities to:</i></p> <p><i>Know that Christians pray to God to get to know God better.</i></p> <p><i>Understand that prayer is about listening to God as well as talking to God</i></p> <p><i>Reflect on times to say please and thank you or times to say sorry.</i></p> <p>Changing Moods of Easter</p> <p><i>That the Easter Story explores the theme of change for the friends of Jesus</i></p> <p><i>Consider changes that have occurred in their own experience and how they felt about them.</i></p>	<p>What does it mean to be a Christian? : The Bible</p> <p><i>Know that the Bible is the most important book for Christians</i></p> <p><i>Understand that it is one book made up of many smaller books.</i></p> <p><i>Reflect on books that are special to them and why they are special.</i></p> <p>The Symbol of Wind</p> <p><i>About the power of the wind through experiencing its effects in a variety of ways</i></p> <p>What does it mean to be a Christian? : Going to church</p> <p><i>Know that the church is a special building for Christians where they meet together.</i></p> <p><i>Know the key features of a church building.</i></p> <p><i>Understand that the church is not just a building but also a group of Christian people.</i></p> <p><i>Reflect on the times they come together with others and the places where they do this.</i></p>

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	<i>Reflect upon - What did the wise men bring for Jesus and why? What would you give the baby Jesus?</i>					
P.E.	Ball and hand skills <i>Throwing different weights and sized balls and catching with one and two hands</i> Body management Travelling <i>Travelling in different directions</i> <i>Travelling on different parts of their body</i> <i>Spatial awareness</i>	Throwing and catching skills <i>Rolling and throwing hitting targets</i> <i>Hitting different sized targets and distances – stopping the ball – focus on different rolling and throwing techniques from further distances.</i> Dance <i>Val Sabin – streamers, conkers and playing with a ball</i>	Bat and ball skills <i>Hitting/bouncing a ball around a cone and hitting a ball to a partner.</i> Body management <i>turning, spinning and twisting</i> <i>Quarter to full turns, twisting different parts of their body.</i>	Football skills <i>Step-on an inside cut, passing with both feet</i> Dance <i>Val Sabin – March, March, March and Jack and the Beanstalk.</i>	Netball skills <i>Basic footwork and passing skills – chest pass, bounce pass</i> Throwing and catching skills <i>Rolling and throwing hitting targets</i> <i>Hitting different sized targets and distances – stopping the ball – focus on different rolling and throwing techniques from further distances.</i>	Athletics <i>Throws- larger javelin and throwing a ball (chest push) and short sprints (further than reception).</i> Bat and ball skills <i>Hitting/bouncing a ball around a cone and hitting a ball to a partner.</i>
Design and Technology	STRUCTURES <i>Design, make and evaluate homes / enclosures for animals</i>		MODELLING / MECHANISM -moving toys <i>Joining materials – levers and slide</i> <i>Design and make a model of a toy / story character</i>		SUMMER COOKERY Food and nutrition <i>Design and make a fruity ice lolly and/or an 'Eatwell' magnet for the fridge</i> <i>Grow own produce</i>	
Art	Self Portraits	Colour	Super Sculptures Antony Gormley	African Art	Henri Rousseau His life and work	Animal Art British wildlife

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	Investigating portraits Object meaning Sketching skills Mirror image	Exploring primary and secondary colours Hot and cold colours shades and tones of colour mood paintings painting on textiles tie-dye	Henry Moore Barbara Hepworth Alexander Calder Dale Chihuly	Colours, shapes and African patterns Maasai Jewellery and culture African masks African sunsets Make African Water jars	Skills and techniques Portrait- Landscape Jungle Animals Using our imagination	African Adventures Asian Elephants Australian Animals South American Rainforests North American Animals in the Antarctic
P.S.H.E.	Being Me in My World <i>Pupils should be taught to:</i> <i>*Know how to use their Jigsaw Journal</i> <i>*Understand the rights and responsibilities as a member of the class</i> <i>*Understand the rights and responsibilities of being a member of the class</i> <i>*Know their views are valued and can contribute to the Learning Charter</i> <i>*Recognise the choices they make</i>	Celebrating Difference Includes Anti-Bullying Week (end of November) <i>Pupils should be taught to:</i> <i>*Identify similarities between people in the class</i> <i>*Identify differences between people in class</i> <i>*Understand what bullying is</i> <i>*Know some people they could talk to if they were feeling unhappy or being bullied</i>	Dreams and Goals <i>Pupils should be taught to:</i> <i>*Set simple goals</i> <i>*Set a goal and work out how to achieve it</i> <i>*Understand how to work well with a partner</i> <i>*Tackle a new challenge and understand this might stretch their learning</i> <i>*Identify obstacles which make it more difficult to achieve a new challenge and can work out how to overcome them</i>	Healthy Me <i>Pupils should be taught to:</i> <i>*Understand the difference between being healthy and unhealthy, and know some ways to keep healthy</i> <i>*Know how to make healthy lifestyle choices</i> <i>*Know how to keep themselves clean and healthy, and understand how germs cause disease/illness</i> <i>*Know that all household products, including medicines,</i>	Relationships <i>Pupils should be taught to:</i> <i>*Identify the members of their family and understand that there are lots of different types of families</i> <i>*Identify what being a good friend means</i> <i>*Know appropriate ways of physical contact to greet friends and know which ways they prefer</i> <i>*Know who can help them in the school community</i>	Changing Me <i>Pupils should be taught to:</i> <i>*Start to understand the life cycles of animals and humans</i> <i>*Say how some things about them that have changed and some things that have stayed the same</i> <i>*Say how their body has changed since they were a baby</i> <i>*Identify the parts of the body that make boys different to girls and can use the correct names</i>

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	<p><i>and to understand the consequences</i></p> <p><i>*Understand their rights and responsibilities within the Learning Charter</i></p>	<p><i>*Know how to make new friends</i></p> <p><i>*Say some ways they are different from their friends</i></p>	<p><i>*Say how they felt when they succeeded in a new challenge and how they celebrated it</i></p>	<p><i>can be harmful if not used properly</i></p> <p><i>*Understand that medicines can help them if they feel poorly and know how to use them safely</i></p> <p><i>*Know how to keep safe when crossing the road, and about people who can help them to stay safe</i></p> <p><i>*Say why they think their body is amazing and can identify some ways to keep it safe and healthy</i></p>	<p><i>*Recognise their qualities as a person and a friend</i></p> <p><i>*Say why they appreciate someone who is special to them</i></p>	<p><i>for these: penis, testicles, vagina</i></p> <p><i>*Understand that every time they learn something new they change a little bit</i></p> <p><i>I can tell you about changes that have happened in my life</i></p>
Computing	<p>We are treasure hunters</p> <p>Using programmable toys</p> <p><i>Create and debug simple programs.</i></p> <ul style="list-style-type: none"> <li><i>• Use logical reasoning to predict the behaviour of simple programs.</i></li> </ul>	<p>We are TV chefs</p> <p>Filming the steps of a recipe</p> <ul style="list-style-type: none"> <li><i>•Break down a process into simple, clear steps, as in an algorithm.</i></li> <li><i>•Use different features of a video camera.</i></li> </ul>	<p>We are painters</p> <p>Illustrating an eBook</p> <ul style="list-style-type: none"> <li><i>•Use the web safely to find ideas for an illustration.</i></li> <li><i>•Select and use appropriate painting tools to create and change images on the computer.</i></li> </ul>	<p>We are collectors</p> <p>Finding images using the web</p> <ul style="list-style-type: none"> <li><i>•Find and use pictures on the web.</i></li> <li><i>•Know what to do if they encounter pictures that cause concern.</i></li> </ul>	<p>We are storytellers</p> <p>Producing a talking book</p> <ul style="list-style-type: none"> <li><i>•Use sound recording equipment to record sounds/</i></li> <li><i>•Develop skills in saving and storing</i></li> </ul>	<p>We are celebrating</p> <p>Creating a card digitally</p> <ul style="list-style-type: none"> <li><i>•Develop basic keyboard skills, through typing and formatting text.</i></li> <li><i>•Develop basic mouse skills.</i></li> </ul>

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	<ul style="list-style-type: none"> <li>• Understand what algorithms are.</li> <li>• Understand how algorithms are implemented as programs on digital devices.</li> <li>• Understand that programs execute by following precise and unambiguous instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a video camera to capture moving images.</li> <li>• Develop collaboration skills.</li> <li>• Discuss their work and think about how it could be improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how this use of ICT differs from using paint and paper.</li> <li>• Create an illustration for a particular purpose.</li> <li>• Know how to save, retrieve and change their work.</li> <li>• Reflect on their work and act on feedback received.</li> </ul>	<ul style="list-style-type: none"> <li>• Group images on the basis of a binary (yes/no) question.</li> <li>• Organise images into more than two groups according to clear rules.</li> <li>• Sort (order) images according to some criteria.</li> <li>• Ask and answer binary (yes/no) questions about their images.</li> </ul>	<p>sounds on the computer/iPad</p> <ul style="list-style-type: none"> <li>• Develop collaboration skills as they work together in a group.</li> <li>• Understand how a talking book differs from a paper-based book.</li> <li>• Talk about and reflect on their use of ICT.</li> <li>• Share recordings with an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the web to find and select images.</li> <li>• Develop skills in storing and retrieving files.</li> <li>• Develop skills in combining text and images.</li> <li>• Discuss their work and think about whether it could be improved.</li> </ul>
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