



Year 1 Autumn Term Curriculum Map



English (HFL)		Maths (Herts Essentials)
Reading (including phonics)	Writing	Key Concepts
<p>By half term: Read purple storybooks; read first 6 set 2 speed sounds speedily: ay, ee, igh, ow, oo, oo.</p> <p>Read the red words: go, baby, into, want, is</p> <p>By the end of term: Read pink storybooks; read all set 2 sounds speedily: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oi</p> <p>Read the red words: all, like, I've, was, call, we, they, her, so, washing, some, there</p>	<p>*Labels, lists and captions linked to the text: Plenty of love to go around</p> <p>*Securing sentence writing linked to the text: Stanley's stick</p> <p>*Instructions linked to the text: Gruffalo Crumble</p> <p>*Recounts linked to the text: Mr Big</p> <p>*Stories with predictable phrasing linked to the text: Farmer duck</p> <p>*Vocabulary building linked to the poem: one silver speck</p>	<p>Geometry – Positional Language Including Ordinal Numbers</p> <p>Numbers to Ten – Finding Patterns in Numbers (including subitising)</p> <p>Numbers to Ten – Counting and Comparison (more, less, fewer)</p> <p>Numbers to Ten – Estimating and Ordering</p> <p>Numbers to Ten – Regrouping the Whole</p> <p>Numbers to Ten – Part Whole Addition and Subtraction</p> <p>Numbers to Ten – Solving Problems Using Part or Whole Unknown</p> <p>Numbers to Ten – Comparison</p> <p>Numbers to Ten – Equality and Balance</p> <p>Numbers to Twenty – Making 10 and Some More</p> <p>Numbers to 20 – Estimating and Ordering, 1 More and 1 Less</p> <p>Numbers to Twenty – Doubling and Halving</p> <p>Numbers to Twenty – Odd and Even Numbers</p> <p>Geometry – Names and Properties of 2-D and 3-D Shape</p>
<p>Subject specific vocabulary: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark plus previously taught vocabulary</p> <p>Core texts: Plenty of love to go around, Stanley's stick, Mr Big, Farmer duck, One silver speck</p>		<p>Vocabulary: Please see Year 1 Maths vocabulary and key concept map.</p>

PSHE (Jigsaw)		Science	
Skills	Knowledge	Skills	Knowledge
<p>Autumn 1 Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences Understand that they have choices</p> <p>Autumn 2 Recognise ways in which they are the same as their friends and ways they are different Identify what is bullying and what isn't Understand how being bullied might feel Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special</p>	<p>Autumn 1 Being me in my world. Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom</p> <p>Autumn 2 Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences Understand that they have choices</p>	<p>Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions</p>	<p>Autumn 1 Distinguish between an object and a material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Autumn 2 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>
<p>Vocabulary: Aut 1: Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration. Aut 2: Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.</p>		<p>Vocabulary: Aut 1: Types of materials: wood, plastic, glass, metal, water, rock, brick, fabric, sand, paper, flour, butter, milk, soil Properties of materials: hard/soft, stretchy/not stretchy, shiny/dull, rough/smooth, bendy/not bendy, transparent/not transparent, sticky/not sticky Verbs associated with materials: crumble, squash, bend, stretch, twist Aut 2 : Senses: touch, see, hear, smell and taste Body Parts: fingers (skin), eyes, nose, ear and tongue</p>	

Computing (Switched on Computing)		History – Autumn 2 - The gunpowder plot	
Skills	Knowledge	Skills	Knowledge
Unit 1.1 – We are treasure hunters <ul style="list-style-type: none"> that a programmable robot can be controlled by inputting a sequence of instructions to develop and record sequences of instructions as an algorithm to program a robot to follow their algorithm to debug programs to predict how their programs will work. Unit 1.2 – We are TV chefs <ul style="list-style-type: none"> break down a process into simple, clear steps (an algorithm) use different features of a videocamera use a video camera to capture moving images edit a video to include an audiocommentary develop collaboration skills discuss their work and think about how it could be improved. 	Unit 1.1 – We are treasure hunters <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Unit 1.2 – We are TV chefs <ul style="list-style-type: none"> Understand what algorithms are. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. 	To order events in chronological order. To be able to choose common phrases and words relating to the passing of time. (Now, then, before.)	To know who Guy Fawkes is. To know what the gunpowder plot is. To be able to retell the story of Guy Fawkes.
Vocabulary: Unit 1.1 – We are treasure hunters Algorithm, bug, computer, debug, input, logical reasoning, output, program, robot Unit 1.2 – We are TV chefs Abstraction, algorithm, audio, decomposition, edit, frame, narration, pattern, storyboard, video camera		Vocabulary: Gunpowder plot, Guy Fawkes, blow up, parliament, November, King's guards, King James II, order, now, before, then, after, years, sequence, events.	

Physical Education (PE)		Geography - Autumn 1 – Our Local Area	
Autumn 1	Autumn 2	Skills	Knowledge
Bat and Ball Skills. <ul style="list-style-type: none"> To confidently throw and catch different sized and weighted balls individually (begin with beanbags) To throw and catch with increased distance between others To adopt correct catching grasp with hands To be encouraged to keep eye on the ball To develop confidence when throwing and receiving the ball To begin to communicate between others when throwing and catching To single bounce between others and begin to catch the bounce To confidently roll different sized and weighted balls towards/into a wide target To strike a ball with foot or large rounded racket towards/ into a wide target Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy. Use correct vocabulary when using equipment 	Gymnastics <ul style="list-style-type: none"> Be able to complete a forward roll Recall and recognise simple shapes Be able to mirror and copy sequences of developing length Show an element of balance on different points of the body eg feet, hands, bottom Demonstrate an awareness of travelling and be able to recall different parts of the body to use- legs, hands, tummy, back, bottom To begin to understand that travelling can be across different speeds, heights and levels To begin to develop techniques for jumping- single footed, double footed- and being to put these into a sequence. 	<p>To use basic geographical vocabulary to refer to key physical and human features.</p> <p>To use maps.</p> <p>To use locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment.</p>	<p>Know what is in the local area and how it can be represented on a map ensuring different features are in the correct place.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of my local area</p>
Ball Skills Striking, Hitting, Contact, Throwing, Batting, Communication, Accuracy, Pace, Bouncing, Balancing, Grip, Twist, Wrist, Arm, Bend, Follow through, Swinging, movement, Gymnastics Making Shapes, Rolling, Bending, Twisting, Movements, Exploring Body parts, Developing Routines, Rhythms, Linking Movements, Stretching, Mirroring, Muscles, weight, support, relax, listen, observe, reflect, evaluate, safety, awareness, teamwork, communication, group work, patience, tumbling, standing, posture, finesse, independence, confidence, achievement, Flexibility, strength, technique, control, balance,		Vocabulary: hill, house, office, shop, map, local area, place, aerial view, road, path, school grounds, field, tree, key, symbol, north, east, south, west, near, far, left, right.	

Art – Autumn 1 – Portraits (not self)		Religious Education (R.E)- Herts Agreed Syllabus	
Skills	Knowledge	Skills	Knowledge
<p>To draw a 'U' for a head.</p> <p>To represent facial features (eyes, nose mouth etc.)</p> <p>To use artists artwork as an initial stimulus.</p> <p>To be able to identify and discuss similarities and differences between different pieces of art.</p> <p>To discuss and consider ways of improving own artwork. (verbal)</p>	<p>To learn how to draw a face.</p> <p>To be able to name and use facial features.</p> <p>To be able to draw links from own art work to other artists.</p> <p>How to select appropriate resource and use it effectively.</p>	<p>Recall and name at least one example of a belief and practice, such as a festival, worship or ritual. Share some meanings behind them <i>(Beliefs and practices)</i></p> <p>Respond to moral stories. Reflect on what it means to be right and wrong, just and fair and demonstrate this with their own examples. <i>(Justice and fairness)</i></p> <p>Recognise at least one example of a religious symbol or action and explain how it is used. Begin to notice similarities between communities. <i>(Symbols and actions)</i></p>	<p><u>Being Thankful (Aut 1)</u> Find out how people with different religious and world views celebrate the fruitfulness of the earth (eg: harvest traditions). Explore how different religious communities express their thankfulness for our world (eg: Sukkot).</p> <p><u>Giving to charity (Aut 1)</u> Explore a faith charity that focuses on justice and fairness.</p> <p><u>Festivals of Light (Aut 2)</u> Explore symbols of two different religious traditions, looking for similarities such as light (eg: Hannukah and Christmas/ Diwali and Christmas. Compare their own feelings when in light or in darkness.</p> <p><u>Christmas (Aut 2)</u> Explore the story of Christmas. Understand why Christmas matters to Christians.</p>
<p>Vocabulary: Portraits, Facial features, Drawing, Difference, Similarities Artists: Leonardo de Vinci (Mona Lisa), Rembrandt, Jan Vermeer Van Delft (The girl with the pearl earring)</p>		<p>Vocabulary: <u>Autumn 1:</u> harvest, Sukkot, festival, worship, traditions, fruitfulness, charity, thankfulness, justice, fairness, Judaism, Christianity <u>Autumn 2:</u> festival, light, dark, symbol, Hannukah, Menora, (Diya), Belief, Christmas, Christian, Judaism, Christianity</p>	

Design and Technology (Plan Bee) – Autumn 2 Eating more fruits and vegetables.		Music (Sing Up)	
Skills	Knowledge	Skills	Knowledge
<ul style="list-style-type: none"> To use a peeler to peel fruit To use a grater To use a knife in different ways to cut fruit. To use adjectives to describe the taste, smell and texture of a variety of fruits and vegetables. To select the correct tool to perform a task To design, creat and evaluate a 	<ul style="list-style-type: none"> To be able to name a variety of fruits and vegetables. To know that some fruits and vegetables need to be washed, cut, cored, peeled or grated before they can be eaten. To understand basic food hygiene, e.g. washing hands, tying long hair back and keeping surfaces clean. To understand the importance of fruit and vegetables as part of a healthy diet 	<p>Menu Song Create a dramatic group performance using kitchenthemed props. Sing a cumulative song from memory, remembering the order of the verses Play classroom instruments on the beat Copy a leader in a call-and-response song, show the shape of the pitch moving with actions and sing using mire-do. Listen and move in time to the song</p> <p>Colonel Hathis March Compose music to march to using percussion. Respond to musical characteristics through movement. Describe the features of a march using music vocabulary</p> <p>Magical musical aquarium Experiment with sounds (timbre) to create aquarium inspired music and draw the sounds using graphic symbols Sing a unison song rhythmically and in tune. Play percussion instruments expressively representing the character of their composition. Listen to Aquarium, reflecting the character of the music through movement.</p>	<p>Menu song Duration: rhythm, rest, march on the beat Structure: echo, call-and-response, cumulative Tempo: beat Timbre/texture: walking bass</p> <p>Colonel Hathis March Duration: march rhythm. Pitch: low and high – low voices (adult elephants), high voice (the young elephant), low instruments, and high instruments (see timbre). Tempo: beat (pulse). Timbre: low instruments (tuba), high instruments (glockenspiel, flute/piccolo), drum, military band.</p> <p>Magical musical aquarium Dynamics: soft, loud Tempo: fast, slow Structure: ternary form (ABA) Timbre: untuned/tuned percussion instruments Other: compose, graphic symbol</p>
Vocabulary: peel, grate, vegetable, fruit, taste, texture, smell, hygiene, cored, chop,			