

Year 1 Autumn Term Curriculum Map

English		
Writing (HFL)		Phonics (RWI)
Year 1 Writing purposes	Labels, Lists and Captions: Inform (1.1) Narrative: Entertain (1.2) Poetry: List Poems (1.3) Recipes: Inform (1.4) Narrative: Entertain (1.5)	Autumn 1 Revise set 1 and 2 sounds Teach ea, oi, a-e. i-e, o-e, u-e, aw, are, ur, ow Phonic book colours – green, purple Autumn 2 Revise sound learnt so far. Teach ai, oa, ew, er, ire, ear, au, ue, e-e, ure, ie, e Phonic book colours –purple, pink
Year 1 Writing outcomes with core texts	Labels, lists and captions linked to the texts: Jasper’s Beanstalk and Sam Plants a Sunflower Securing sentence writing linked to the text: Puffin Peter Instructions linked to the text: Gruffalo Crumble Poetry linked to the text: Purple is... Narratives (traditional tales) linked to the texts: The Three Billy Goats Gruff, The Princess and the Pea, Stop! That’s Not my Story Professor Goose Debunks Goldilocks	Handwriting (Letter Join) RWI – correct formation , orientation, size and placement of letters, including capitals.
Vocabulary: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark plus previously taught vocabulary, phoneme, grapheme,		
Reading		
The pupil can: Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes (2 or more syllables). Read most words containing common Year 1 suffixes (-s, -es, -ing, -ed, -er, -est) and the prefix un-. Read most Year 1 common exception words. Read words with contractions and understand that the apostrophe represents the omitted letter. Appreciate rhymes and poems and recite some by heart. Read aloud many words quickly and accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding. Sound out most unfamiliar words accurately. In a book they can already read fluently, the pupil can: Check that it makes sense, correcting most inaccurate reading. Answer questions and make some inferences. Join in discussions about what has happened so far and what they have read. In a book read to them, pupils can: Recognise and join in with predictable phrases. Participate in discussions about what is read to them, taking turns and listening to what others say. Retell very familiar key stories, fairy stories and traditional tales, considering their particular characteristics. Explain clearly their understanding of what is read to them.		Reading and comprehension linked to RWI books Reading fluency sessions in afternoon (5 mins) Poems to learn by heart: I eat my peas with honey by Janey Kyle-Scott
Class Reads: (teacher to choose order): Mrs Peppercorn Stories by Alf Proysen , Fantastic Mr Fox by Roald Dahl, Rabbit and Bear by Julian Gough, Flat Stanley by Jeff Brown, Shifty McGifty by Tracey Conderoy, The Owl Who Was Afraid of the Dark by Jill Tomlinson, Mr Majeika by Humphrey Carpenter, Flying Fergus 1: The Best Birthday Bike by Chris Hoy		

Maths (Herts Essentials)

Key Concepts

- 1LS1 – Geometry: positional language including ordinal numbers
- 1LS2 – Numbers to 10: finding patterns in numbers (including subitising)
- 1LS3 – Numbers to 10: counting and comparison (more, less, fewer)
- 1LS4 – Numbers to 10: estimating and ordering
- 1LS5 – Numbers to 10: regrouping the whole
- 1LS6 – Numbers to 10: part whole addition and subtraction
- 1LS7 – Numbers to 10: solving problems using part or whole unknown
- 1LS8 – Numbers to 10: comparison
- 1LS9 – Numbers to 10: equality and balance
- 1LS10 – Numbers to 20: making '10 and some more'
- 1LS11 – Numbers to 20: estimating and ordering, 1 more and 1 less
- 1LS12 – Numbers to 20: doubling and halving
- 1LS13 – Numbers to 20: odd and even numbers

Vocabulary

Number: Counting and number properties

number	twenty-one	even
count / counting	twenty-two	pattern
forwards	twenty-three	steps of
backwards	twenty-four	multiple
count on	up to	subitise
countback	ninety-nine	
zero	odd	

Number: Place value, ordering and comparing

value	first	below
digit	second	middle
same	third	sort
different	fourth	sequence
one / ones	fifth	equivalent
ten / tens	up to	greater than >
hundred	twentieth	less than <
column	order	digit
one-digit	amount	consecutive
two-digit	size	greatest
more / more than	number line	benchmark
less / less than	larger / largest	near / nearer
fewer/ fewer than	bigger / biggest	far
equal / equal to / =	smaller / smallest	close to
not equal	estimate	
most	compare	
fewest	between	
least	above	

Number: Calculation

total / in total	missing number problems	lots of
sum	left / leftover	groups of
plus	part	times
add / addition / +	whole	array
altogether	unknown	regroup / regrouping
combine	number sentence	addend
number bond	equal	subtrahend
difference	equally	minuend
distance between	unequal	bar model
subtract / subtraction / -	pair	remainder
minus	group / grouped	multiple / multiples
take away / taken away	grouping	
how much	share / shared	
how many	sharing	
bonds	double / doubling / doubles	
start / change/ result	twice as	
facts	each	
problems	half / halving / halves	

Science (Oak Academy)

Naming and Grouping Animals (1.1)		Seasonal Changes: Autumn and Winter (1.2)	
Skills	Skills	Skills	Knowledge
Asking simple questions. Identifying and classifying common animals, and gathering data. Identifying animals and categorising.	Observing changes across autumn and winter, asking questions, using simple equipment for observations, identifying and classifying, gathering data, and using observations to answer questions.	Observing changes across autumn and winter, asking questions, using simple equipment for observations, identifying and classifying, gathering data, and using observations to answer questions.	Signs of autumn Weather in autumn Signs of winter Weather in winter Day length in winter
Vocabulary: Animal, pet, familiar, wild animal, group, mammal, hair, milk, live young, bird, reptile, eggs, scales, fish, amphibian, gills, body parts, structure, compare, describe, carnivore, herbivore, omnivore, meat, plants		Vocabulary: Season, Autumn, observe, change, describe, weather, temperature, thermometer, Winter, deciduous, evergreen, observe, light, day length, time	
History (Autumn 2) The Gunpowder Plot (1.1)		Geography (Autumn 1) Our Local Area (1.1)	
Skills	Knowledge	Skills	Knowledge
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.	To use basic geographical vocabulary to refer to key physical and human features. To use maps. 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. 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. 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.	Know what is in the local area and how it can be represented on a map ensuring different features are in the correct place. Understand geographical similarities and differences through studying the human and physical geography of my local area
Vocabulary: blow up, November, King's guards, King James II, order, now, before, then, after, years, sequence, events, enemy, Gunpowder plot, Guy Fawkes, parliament, alliance.		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 (1.1)		Design and Technology (Plan Bee) – Autumn 2 Vehicles	
Skills	Knowledge	Skills	Knowledge
<p>To draw a 'U' for a head. To represent facial features (eyes, nose mouth etc.) To use artists artwork as an initial stimulus. To be able to identify and discuss similarities and differences between different pieces of art. To discuss and consider ways of improving own artwork. (verbal)</p>	<p>To learn how to draw a face. To be able to name and use facial features. To be able to draw links from own art work to other artists. How to select appropriate resource and use it effectively.</p>	<p>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, create and evaluate a design To create a basic picture recipe for their design.</p>	<p>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>
<p>Vocabulary: portraits, facial features, drawing, difference, similarities</p> <p>Artists: Leonardo de Vinci (Mona Lisa), Rembrandt, Jan Vermeer Van Delft (The girl with the pearl earring)</p>		<p>Vocabulary peel, grate, vegetable, fruit, taste, texture, smell, hygiene, cored, chop, Fruit as above plus melon, pineapple, kiwi, mango, lemon, lime</p>	
Music (Sing Up)			
Skills and Knowledge		Vocabulary	
<p>Menu Song (1.11) Create a dramatic group performance using kitchen themed 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 (1.12) Compose music to march to using percussion. Respond to musical characteristics through movement. Describe the features of a march using music vocabular</p> <p>Magical musical aquarium (1.13) 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 (1.11) Duration: rhythm, rest, march on the beat Structure: echo, call-and-response, cumulative Tempo: beat Timbre/texture: walking bass</p> <p>Colonel Hathis March (1.12) 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 (1.13) Dynamics: soft, loud Tempo: fast, slow Structure: ternary form (ABA) Timbre: untuned/tuned percussion instruments Other: compose, graphic symbol</p>	

PSHE (Jigsaw)		Computing (Switched on Computing)	
Skills	Knowledge	Skills	Knowledge
<p>Aut 1 – Being Me in my World 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>Aut 2 – Celebrating Difference 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>Aut 1 – Being Me in my World 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>Aut 2 – Celebrating Difference 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>Unit 1.1 – We are treasure hunters 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.</p> <p>Unit 1.2 – We are TV chefs break down a process into simple, clearsteps (an algorithm) use different features of a videocamera use a video camera to capture movingimages edit a video to include an audiocommentary develop collaboration skills discuss their work and think about howit could be improved.</p>	<p>Unit 1.1 – We are treasure hunters 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 ofsimple programs.</p> <p>Unit 1.2 – We are TV chefs Understand what algorithms are. Use technology purposefully to create, organise,store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</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: 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</p>	

Religious Education (R.E)- Herts Agreed Syllabus

Skills

Beliefs and practices - Describe at least one example of a belief and practice, such as a festival, worship and/or ritual and explain some meanings behind them using appropriate vocabulary.

Sources of wisdom - Retell and respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins.

Symbols and actions - Identify at least one example of a religious symbol or action and explain how it is used.

Prayer, worship and reflection - Explain how and where some worshippers pray. Respond to periods of stillness and reflection.

Identity and belonging - Discuss things and people that matter to them. Explore and explain how people belong to groups, including faith groups.

Ultimate questions - Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it.

Human responsibility and values - Respond to faith stories and examples of showing care and concern for humanity and the world.

Justice and fairness - Respond to moral stories. Demonstrate what it means to be right and wrong, just and fair.

Knowledge

Autumn 1 - Who do Christians say made the world? (1.1)

Creation: Christianity

Understand what Christians believe about Creation.

Retell the key events of the creation story using key vocabulary.

Understand that different Christians have different views.

Begin to compare texts found within the creation story.

Consider how Christians may feel and act in response to the creation story.

Knowledge

Autumn 2 - Why does Christmas matter to Christians? (1.2)

Incarnation: Christianity

Think about the terms 'secular' and 'religious' and consider what each means.

Discuss the key events from the Christmas story.

Explore how Christmas is celebrated today.

Consider which traditions are secular and which are religious.

Explore and discuss religious artwork and drawings.

Vocabulary

Autumn 1: creation, world, belief, thank, Harvest, God, believe, Bible, Genesis, praise

Vocabulary

Autumn 2: incarnation, Jesus, Mary, Joseph, Shepherds, Advent, secular, religious, birth, celebration

Physical Education (Complete PE)

Health and wellbeing (1.11)

The unit of work will consolidate pupils' understanding of agility, balance and co-ordination, applying these elements of fitness in a variety of activities. Pupils will perform circuits, understanding how motivation can enhance performance.

Locomotion: Running (1.12)

The unit of work will develop pupils' ability to run using different parts of their bodies. Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why

Ball Skills: Hands 1 (1.21)

The unit of work will develop pupils' sending and receiving skills, applying and developing understanding of where we send a ball and why. Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.

Dance: Heroes (1.22)

The unit of work will challenge pupils to respond to the stimulus (heroes) using a range of different, controlled movements showing character expression. Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.

1.11: Attacker, defender, agility, balance, co-ordination, dribbling, warm-up

1.12: Attacker, defender, space, accelerate, speed, tagging

1.21: Possession, space, control, attacker, dribbling, power, accuracy

1.22: Beat, rhythm, control, moving, motif, expression, sequence