



Avonwood Primary School Year 1 Curriculum Map



	AUTUMN		SPRING		SUMMER	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question(s)	Here I am What is my local area like?	My Family History	Where We Are ?	History of Transport How could we travel there?	Homes Through Time What were my houses like in the past?	There You Are How can we compare the UK with a different continent?
Key Texts Writing	<i>The Lonely Beast Lost in the Toy Museum</i>	<i>Little Rde/ Rapunzel Beegu The Big Book of the UK</i>	<i>Stanleys Stick Traction Man is here Look up! - Nathan Bryon</i>	<i>Mixed up Fairytales Billy and the Beast Here we are</i>	<i>Journey On the Way Home Nimesh The Adventurer Aida Twist, Scientist</i>	<i>Where the Wild Things Are The Cook and the King All about Year 1</i>
Earth Charter Links	Earth Life Interconnected	Family Past	Earth Life	Past Peace	Past Future Family	Life Earth
Launch Event		Grandparents Afternoon tea party	Video messages from around the U.K	Car wash	Mystery box	Animal dress up
Finale Event	Field trip to Kings Park		Culture day	Beaulieu	Red house museum	Animal/creatures visit
Visitors and visits	Field trip to Kings Park	Grandparents		Beaulieu	Estate agent	Animal/creatures visit
Reading	<p>Fiction Percy the Park Keeper – Nick Butterworth</p> <p>A walk in London – Salvatore Rubino</p> <ul style="list-style-type: none"> - give / explain the meaning of words - retrieve and record information / - summarise main ideas 	<p>Non-Fiction Usborne Illustrated book of Fairytales</p> <p>Monkey Puzzle – Julia Donadson</p> <p>The Bee Book – Charlotte Milner</p> <ul style="list-style-type: none"> - give / explain the meaning of words - retrieve and record information / - summarise main ideas 	<p>Non Fiction See inside Space – Usborne</p> <p>Fiction The Way Back Home – Oliver Jeffers</p> <p>Mae Jemison – Mary Nhin</p> <p>Whole class reader The Hodgeheg – Dick King-Smith</p> <ul style="list-style-type: none"> - give / explain the meaning of words - retrieve and record information / - summarise main ideas - make inferences from the text - predict what might happen 	<p>Non-Fiction A journey through transport - Chris Oxlade</p> <p>Fiction The Journey - Neil Griffiths</p> <p>Oi, get off my train - John Burningham</p> <p>Whole class reader Horrid Henry newspaper - Francessa Simon</p> <ul style="list-style-type: none"> - give / explain the meaning of words - retrieve and record information / - summarise main ideas - make inferences from the text - predict what might happen 	<p>Non-Fiction Look inside castles - Usbourne</p> <p>Fiction The magic Bojabi tree - Piet Groblev</p> <ul style="list-style-type: none"> - give / explain the meaning of words - retrieve and record information / - summarise main ideas - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied 	<p>Out and About A First Book of Poems – Shirley Hughes</p> <p>Fiction Meerkat Mail - Emily Gravet</p> <p>Whole class reader Esio Trot - Roald Dahl</p> <ul style="list-style-type: none"> - give / explain the meaning of words - retrieve and record information / - summarise main ideas - make inferences from the text/ explain and justify inferences with evidence from the text - predict what might happen from details stated and implied

<p>English</p>	<p>Poetry: Poems to Perform - Julia Donaldson Retelling Narrative: The Lonely Beast – Chris Judge Developing Description: Lost in the Toy Museum – David Lucas</p>	<p>Developing Sentence Structure: Little Red / Rapunzel- Bethan Woollvin Character and Plot: Beegu – Alexis Deacon Writing about Real Life: The Big Book of the UK – Imogen Russell Williams</p>	<p>Developing Narrative Structure: Stanley’s Stick – John Hegley Writing to Inform: Look Up! – Nathan Byron Developing Punctuation: Traction Man is Here – Mini Grey Poetry Link Daydreams and Jellybeans - Alex Wharton & Katy Riddell</p>	<p>Fairy Tales: Mixed Up Fairy Tales - Hilary Robinson & Nick Sharratt) Billy and the Beast - Nadia Shireen Persuasion: Here We Are – Oliver Jeffers</p>	<p>Creating Descriptions: Journey - Aaron Becker Poetry Link Out & About: The First Book of Poems - Shirley Hughes Recounts: Nimesh the Adventurer – Ranjit Singh On the Way Home – Jill Murphy Fact Files: Ada Twist, Scientist/ Iggy Peck, Architect/ Rosie Revere, Engineer – Andrea Beaty</p>	<p>Writing Letters: Where the Wild Things Are – Maurice Sendak Instructions: The Cook & The King – Julia Donaldson Writing about Real Events: All About Year 1! Meesha Makes Friends – Tom Percival</p>
-----------------------	---	---	---	--	---	--

<p>Phonics</p>	<p>Phase 4 Revision</p> <ol style="list-style-type: none"> Plural -s and -es Suffix -ing to verbs Suffix -ed, -er to verbs Suffixes -er and -est Prefix -un to verbs and adjectives Contractions 	<p>Phase 5a</p> <ol style="list-style-type: none"> ay/ou/ie/ea, days of the week, CEW oh, their oy/ir/ue CEW people, said, no aw/wh/ph/ew CEW Mr, Mrs, have ew/oe/au/ey/zh CEW looked, called, like a_e/e_e/i_e/o_e CEW called, some, come u_e CEW asked, were, there 	<p>mastery</p> <ol style="list-style-type: none"> Revise ay/ou/ie/ea Teach nk CEW oh, their Revise oy/ir/ue Teach ph CEW people, said, so Revise aw/wh/ph/ew Teach wh CEW Mr, Mrs, have Revise ew/oe/au/ey/ Teach tch CEW looked, called, like Revise a_e/e_e/i_e/o_e Teach ve CEW called, some, come Revise u_e 	<p>alternative pronunciations</p> <ol style="list-style-type: none"> a, e CEW water, where, who, again, little, one l, o, u CEW thought through, mouse, work, do Ow, ie, ea, er CEW many, laughed, because, when, what Ou, y CEW different, any, eyes, out Y, ch, c, g, ey CEW friends, once, please Review 	<p>alternative spellings</p> <ol style="list-style-type: none"> ch, j, m CEW oh n (gn/kn), r, s CEW their s, z, u, l l, ear (eer, ere), er CEW people r (al), air (ere/ear/are), or CEW Mr, Mrs or (our/augh), ur (ear/or) CEW looked 	<p>alternative spellings</p> <ol style="list-style-type: none"> oo (ou/u), ai (ay/a_e), ee ee (e_e/y/ie/ey) CEW called, asked igh (ie/y/i_e) oa oa (oe/o_e), (y)oo (ue/u_e) (y)oo (ew), oo(ue/u_e/ew) Sh (c/t/s/ch)
<p>Spelling</p>	<p>6 weeks</p> <ol style="list-style-type: none"> Revision of letter sounds/ names and alphabet. Revision of digraphs and segmenting skills for spelling. Common exception words. /f/, /v/, /s/, /z/ and /k/, as in <i>off, well, miss, buzz, back</i>. Vowel digraphs 'ar/or' as in <i>car, born</i>. Vowel digraph 'ow' and 'ou', as in <i>now, out</i>. 	<p>6 weeks</p> <ol style="list-style-type: none"> Vowel digraphs 'oa/aw' as in <i>boat, own</i>. Vowel digraph 'er' and 'ur' as in <i>her, turn</i>. Vowel digraphs 'ai/ay' and 'oi/oy', as in <i>rain/play, oil/boy</i>. Vowel digraphs 'ee/oo'; and 'ea (long), 'ea' (short). Vowel digraphs 'air'. 'igh', 'ear', as in <i>hair, high, dear</i>. Vowel digraph 'ew' and 'ue' as in <i>new, blue</i>. 	<p>6 weeks</p> <p>Revision of digraphs from units 4-8, Autumn term.</p> <ol style="list-style-type: none"> Revision of digraphs and trigraphs. Common exception words. Vowel digraph 'oo' and compound words. Vowel digraphs 'au' and 'aw', as in <i>author, saw</i>. Vowel digraph 'ir' and 'oe', as in <i>girl and toe</i>. 	<p>6 weeks</p> <ol style="list-style-type: none"> The /v/ sound and the 'nk' sound. Vowel digraph 'ie' and its alternative sound, as in <i>lie, chief</i>. Split digraphs 'a-e', 'e-e', 'l-e', 'o-e' and 'u-e'. Graphemes 'ph' and 'wh', as in <i>dolphin, when</i>. Words ending in 'y', as in <i>very, funny, happy</i>. Letter strings 'ore', 'are', 'ear', as in <i>more, bare, pear</i>. 	<p>6 weeks</p> <ol style="list-style-type: none"> Revision of sounds from, units 4-8, Spring term. Revision of sounds from units 9-12, Spring term. Common exception words. Letter string 'tch', as in <i>catch, fetch, kitchen</i>. Adding 's' and 'es' to words, as in <i>cats, catches</i>. Adding 's' and 'es' to words, as in <i>cats, catches</i>. 	<p>6 weeks</p> <ol style="list-style-type: none"> Adding -ing, as in <i>hunting, buzzing, jumping</i>. Adding -ed, as in <i>hunted, buzzed and jumped</i>. Common exception words. Adding -er and -est to adjectives, as in <i>grander, grandest</i>. Adding the prefix un-, as in <i>unhappy, undo, unload</i>. Using 'k' for the /k/ sound, as in <i>sketch, kit, skin</i>.

<p>Maths</p>	<p>Number Place Value within 10 Sort objects in different ways Count fluently to 10 Count objects from a larger group Represent objects Recognise numbers as words within 10 Count on from any number within 10 1 more within 10 using counting skills 1 more within 10 using a number track Count backwards within 10 1 less within 10 using counting skills 1 less within 10 using a number track Compare quantities by matching</p>	<p>Number Addition and subtraction within 10</p> <ul style="list-style-type: none"> Part whole diagram Exploring composition using a part whole diagram Writing number sentences Addition number sentences within 10 First then now stories Addition fact families Commutative addition Number bonds within 10 (part whole models, double sided counters, dot patterns) Commutative nature of number sentences (e.g. $3 + 1 = 4$ is the same as $1 + 3 = 4$) Systematic number bonds within 10 (double sided counters) 	<p>Number Place Value within 20</p> <ul style="list-style-type: none"> Count within 20 10 and a bit structure for teen numbers Count on and back within 20 using number tracks Understand 10 Subitise 10 Understand 11, 12 and 13 (words, numerals, representations) Understand 14, 15 and 16 (words, numerals, representations) Understand 17, 18 and 19 (words, numerals, representations) Understand 20 (words, numerals, representations) 	<p>Number Place Value within 20</p> <ul style="list-style-type: none"> Count from 20 to 50 20, 30, 40 and 50 Counting by making groups of 10 Partition into tens and ones The number line to 50 <p>Geometry Length and height</p> <ul style="list-style-type: none"> Compare and measure lengths and heights using objects Measure length in centimetres Measure length in centimetres Measure and compare mass Measure and compare capacity 	<p>Number Multiplication and Division</p> <ul style="list-style-type: none"> Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing <p>Number Fractions</p> <ul style="list-style-type: none"> Recognise half of an object or a shape Find a half of an object or a shape Recognise half of a quantity Find half of a quantity Recognise a quarter of an object or a shape Find a quarter of an object or a shape Recognise a quarter of a quantity Find a quarter of a quantity 	<p>Number Place Value within 100</p> <ul style="list-style-type: none"> Count from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare and two numbers <p>Measurement Money</p> <ul style="list-style-type: none"> Unitising Recognise coins Count in coins <p>Measurement Time</p> <ul style="list-style-type: none"> Before and after Days of the week Months of the year Hours, minutes and seconds
---------------------	--	--	--	--	---	--

	<p>Compare numbers of objects using 'fewer' 'more' 'same' Compare numerical values using "less than", "greater than" or "equal to" alongside the symbols < > and = Compare numbers within 10 using knowledge of counting Order three groups of objects and numbers within 10 using language 'greatest' and 'smallest'</p> <p>Number line (counting in 1s, 1 more and 1less)</p>	<ul style="list-style-type: none"> Number bonds to 10 (coloured cubes, double sided counters and 10 frames) Adding together (10 frames, counters, Rekenreks, part whole models) Adding more using first then now stories Adding more using number lines Addition problems Subtract by finding a part Introduction to the subtraction symbol Subtraction missing number problems Fact families – the eight facts Subtract by taking away (then crossing out) Subtraction first then now stories Subtraction on a number line Add or subtract 1 or 2 <p>Geometry Shape</p> <ul style="list-style-type: none"> Recognise and name 3D shapes 2D faces on a shape Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Patterns within 2D and 3D shapes 	<ul style="list-style-type: none"> 1 more and 1 less within 20 (number tracks and objects) Number line to 20 <p>Using a number line to 20</p> <p>Number Addition and subtraction within 20</p> <ul style="list-style-type: none"> Add by counting on within 20 Adding ones using number bonds Find and make number bonds to 20 Doubles Pair wise patterns Subtract ones using number bonds Subtract by counting back Find the difference Related addition and subtraction facts 		<p>Geometry Position and direction</p> <ul style="list-style-type: none"> Describe turns Describe position – left and right Describe position – forwards and backwards Describe position – above and below Ordinal numbers 	<ul style="list-style-type: none"> Tell the time to the hour Tell the time to the half hour
RE	<p>Christianity and Judaism</p> <p>How do people show they belong?</p> <p>Showing belonging through religious artefacts, places and actions.</p> <p>(Social Sciences)</p>	<p>Christianity</p> <p>Why does Christmas matter to Christians?</p> <p>Christians beliefs about the Christmas story and incarnation.</p> <p>(Theology)</p>	<p>Christianity and Judaism</p> <p>Who made the world?</p> <p>Religious text as origin of story of Creation. Creator. God. Stewardship. The Fall.</p> <p>(Theology)</p>	<p>What questions does the story of creation make us ask? Can we find any answers?</p> <p>Asking questions and suggesting answers. Humanist/Scientific explanation of creation.</p> <p>(Philosophy)</p>	<p>Judaism</p> <p>Why are symbols and artefacts important to Jewish families during Shabbat?</p> <p>Ways diverse Jewish families mark Shabbat.</p> <p>(Social Sciences)</p>	<p>Christianity</p> <p>How do Christians show God is important to them?</p> <p>Prayer, Praise and Worship.</p> <p>(Social Sciences)</p>
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

PE	Outdoor: Multiskills: fundamentals	Outdoor: Multiskills: ball skills	Outdoor: Multiskills: sending and receiving	Outdoor: Invasion	Outdoor: Athletics track and field	Outdoor: Aiming/ racket skills
	Indoor: Yoga	Indoor: Dance	Indoor: Dance	Indoor: Gymnastics	Indoor: Gymnastics	Indoor: Fitness

Science	Plants (biology) <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. 	Seasonal Changes	Everyday materials (chemisty) <ul style="list-style-type: none"> Distinguish between an object and the 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. 	Consolidation and Review	Animals including humans (biology) <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
---------	--	-------------------------	--	---------------------------------	---

Computing (E-Safety week)	Technology around us: An introduction to computing systems and networks To identify technology To identify a computer and its main parts To use a mouse in different ways To use the keyboard to edit text To create rules for using technology responsibly	Moving a robot: Combining commands to make a sequence and plan a simple program To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem	Digital painting: Developing an understanding of a range of tools used for digital painting To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper	Grouping data: Assigning data (images) with different labels in order to demonstrate how computers can group and present data To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects	Introduction to animation: An introduction to onscreen programming through ScratchJr To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program	Desktop writing: Developing an understanding of the various aspects of using a computer to create and manipulate text To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare writing on a computer with writing on paper
----------------------------------	---	--	--	--	---	--

Education for a Connected World Health, well-being and lifestyle Privacy and security Copyright and ownership Self-image and identity Managing online information Online Bullying	Education for a Connected World Online relationships Online reputation	Education for a Connected World Self-image and identity Privacy and security
--	---	---

History	N/A	Family History To use vocabulary like now, then, before, after <ul style="list-style-type: none"> To understand the terms historical evidence and chronology To show the relationship between different generations in a family using a family tree To understand the term living memory and distinguish between sources whether they are past or present To look at changes in living memory 	<ul style="list-style-type: none"> N/A 	History of Transport <ul style="list-style-type: none"> To understand how transport has changed in living memory To understand how options to travel to space has changed over time To understand how options to travel by aeroplane have changed over time To study Henry Ford and understand the changes he made To understand how options to travel by train have changed over time To understand the chronology and how transport has changed over time. 	Homes Through Time <ul style="list-style-type: none"> To look at similarities and differences in homes people live in today and compare these to homes in the past To know how homes and the living things we use in our homes have changed during the lives of the people in our community To explore the features of a Victorian home and know how they carried out tasks To explore the features of Tudor homes and know what they are made of To compare similarities between medieval and Tudor homes. To identify key features of a castle To know what life was like in a prehistoric roundhouse 	<ul style="list-style-type: none"> N/A
Geography	Here I am <ul style="list-style-type: none"> Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork 	N/A	Where are we <ul style="list-style-type: none"> Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features 	N/A	N/A	There you are <ul style="list-style-type: none"> Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya
DT	N/A	Playgrounds <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and others using a design criteria Clarify their ideas through discussion Learn basic joining techniques for 3D modelling using glues and masking tape 	N/A	Fruit kebabs <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking and drawing Select from and use a range of tools and equipment to perform practical tasks e.g. cutting Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from 	N/A	Moving pictures booklet <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and others using a design criteria Clarify their ideas through discussion Select and use appropriate materials and components Explore and use mechanisms [e.g lever and slider], in their products.
Art & design	I Am An Artist Introducing sketchbooks, experimenting with mark-making and learning about primary colours. Paul Klee Piet Mondrian		Paper Sculpture Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. Charles McGee		The Natural World Drawing from observation, printmaking using leaves and introducing secondary colours. Frances Hatch Leonardo Da Vinci	

Music	Let's Celebrate - Harvest and Christmas Celebration Songs/Nativity Play. Rhythm – Clapping to a beat Tempo - Recognising fast and slow tempos and linking these to the rhythm of a piece.	Let's celebrate – Easter and spring songs Note values - Revisiting and underpinning Writing in notation a simple rhythm related to their project Instrument Time! - Learning to play the Djembe Drum	Summer 1 - Composition - Matching sounds to a book e.g. Is there an instrument to sound like a sea? Summer 2 – Explore the orchestra - What instrument belongs to each section? Who is the conductor? Having a turn on each orchestra instrument.
--------------	--	---	--