Year 1 Curriculum Map 2014 – 2015

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Stories in familiar settings** Essential books: *Knuffle Bunny* by Mo Willems *The dog and the lost mum* Hamilton Group Reader Grammar includes: Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc **Labels, lists and signs** Essential books: *Not a stick* by Antoinette Portis *Billy's Bucket* by Kes Gray and Garry Parsons Grammar includes: Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc **Songs and repetitive poems** Essential books: *Poems* provided with plans Grammar includes: Writing, leaving spaces between words; using capital letters for the	**Stories with repeating patterns** Essential books: *Harvey Slumfenburger* by John Burningham Grammar includes: Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question mark or exclamation mark; using grammatical terminology **Information texts** Essential books: *The Usbourne Book of Big Machines* ISBN 9780746099094 *Scooters* Hamilton Group Reader Grammar includes: Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc; using grammatical terminology **Poems with Pattern and Rhyme** Essential books: *The Gingerbread man* by Audrey Daly	**Stories with repeating patterns** Essential books: *Bring the rain to Kapiti Plain* by Verna Aardema *Handa's Hen* by Eileen Brown *We all went on Safari* by Laurie Krebs *Boris and Sid go on a tram* Hamilton Group Reader Grammar includes: Beginning to write in complete sentences; beginning to punctuate sentences **Instructions** Essential books: *Don't let the pigeon stay up late* by Mo Willems *Don't let the pigeon drive the bus* by Mo Willems *Boris and Sid are bad* Hamilton Group Reader Grammar includes: Beginning to write complete sentences; using capital letters at the start of a sentence and a full stop, exclamation mark or question mark at the end **Poems about the senses** Essential books:	**Traditional Tales** Essential books: *The Dragon Dinosaur* Hamilton Oral Story *The House That Jack Built* by Jenny Stow *Anancy and Mr Dry-Bone* by Fiona French Grammar includes: Using capital letters for proper names; using full stops and capitals to demarcate sentences **Information texts** Essential books: *Night Animals* by Claire Llewellyn *Owls* by Emily Bone *Books on night time creatures and owls* *The Owl in the night-time* Hamilton Group Reader Grammar includes: Writing leaving spaces between words; using capital letters for the names of people, places, days of the week, etc; punctuate questions with question marks and sentences with full stops and exclamation marks; using grammatical terminology **Humorous Poems**	**Fairy Stories and Traditional Tales** Essential books: Traditional versions of: *Cinderella, Billy Goats Gruff and Snow White* *Snow White in New York* by Fiona French *Hairy Tales and Nursery Crimes* by Michael Rosen *Billy Dogs Gruff* Hamilton Group Reader Grammar includes: Joining words and joining clauses using 'and'; leaving a space between words; using full stops and capital letters to demarcate sentences **Letters** Essential books: *Dear Greenpeace* by Simon James *Boris and Sid met a Shark* Hamilton Group Reader *Cat, Fish and Shell* Hamilton Group Reader Grammar includes: Beginning to write complete sentences; using capital letters at the start of a sentence and a full stop, exclamation or question	**Fantasy** Essential books: *Superheroes-all sorts* Hamilton Group Reader Grammar includes: Using capital letters for proper names; leaving space between words; using full stops and capitals to demarcate sentences **Information Texts** Essential books: *The Dancing Tiger* by Malachy Doyle *Tigress* by Nick Dowson *Suprising Sharks/Ice Bears* by Nicola Davies Grammar includes: Writing leaving spaces between words; punctuating questions with question marks and sentences with full stops and exclamation marks; using grammatical terminology **Traditional Poems** Essential books: *None*, selected websites with traditional rhymes as well as any books containing nursery rhymes you already have Grammar includes:

	names of people, places, days of the week, etc	*The Three Little Pigs* by Joan Stimson (or another version of the same stories) Assorted poems and rhymes including *Down behind the Dustbin* by Michael Rosen *Batman's Exercise Video* by Ian McMillan Grammar includes: Writing, leaving spaces between words; using capital letters for the names of people, places, days of the week, etc	*The Works* chosen by Paul Cookson *Sensational: Poems inspired by the Five Senses* chosen by Roger McGough Grammar includes: Beginning to punctuate sentences correctly; using capital letters for the start of lines in poems	Essential books: *The Works* chosen by Paul Cookson *The Works Key Stage 1* chosen by Pie Corbett *It Takes One to Know One* by Gervase Phinn Grammar includes: Writing proper names using capital letters; using capital letters for the start of lines in a poem	mark at the end; identifying and distinguishing statements, questions and exclamations **Poems about nature** Essential books: *Poem Maker, Word Shaker* by Pie Corbett *The Works* chosen by Paul Cookson *My first Oxford Book of Poems* chosen by John Foster *The Puffin Book of Utterly Brilliant Poetry* Grammar includes: Beginning to punctuate sentences correctly; using capital letters for the start of lines in poems	Writing proper names using capital letters; using capital letters for the start of lines in a poem; punctuating sentences using full stops, question and exclamation marks
Maths	Numbers to 10 *Count to ten, forwards and backwards, beginning with 0-1, or from any given number. *count, read and write numbers to 10 in numerals and words. *identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to,	Shapes and Patterns *recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres *describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Exploring Calculation Strategies within 20 *represent and use number bonds and related subtraction facts within 20 *add and subtract one-digit and two-digit numbers to 20, including zero *read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	Adding and Subtracting within 40 *represent and use number bonds and related subtraction facts within 20 *add and subtract one-digit and two-digit numbers to 40, including zero *add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit	Numbers to 100 *count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *count, read and write numbers from 1 to 20 in numerals and words *identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to,	Money *recognise and know the value of different denominations of coins and notes *solve one-step problems that involve addition and subtraction, using concrete objects and *pictorial representations, and missing number problems such as 7 = ☐ – 9 Multiplication and division

more than, less than (fewer), most, least. *given number, identify one more and one less. *count in multiples of twos. Addition and Subtraction with 10 *represent and use number bonds and related subtraction facts [within 10] *add and subtract one-digit … numbers [to 10], including zero *read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems	Numbers to 20 *count to twenty, forwards and backwards, beginning with 0 or 1, or from any given number *count, read and write numbers from 1 to 20 in numerals and words *identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least count in multiples of twos and fives Addition and Subtraction within 20 *represent and use number bonds and related subtraction facts within 20 *add and subtract one-digit and two-digit numbers to 20, including zero *read, write and interpret mathematical statements involving addition (+),	*solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9 Time *tell the time to the hour and half past the hour and draw the hands on a clock face to show these times *recognise and use language relating to dates, including days of the week, weeks, months and years *compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds *sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning,	number and tens; two two-digit numbers; adding three one-digit numbers (Y2) *read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9 Length, weight and volume *compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]; mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more	more than, less than (fewer), most, least *recognise the place value of each digit in a two-digit number (tens, ones) (Y2) *identify, represent and estimate numbers to 100 using different representations (Y2) *given a number, identify one more and one less read and write numbers to at least 100 in numerals and in words. Adding and subtracting within 100 *represent and use number bonds and related subtraction facts within 20 *add and subtract one-digit and two-digit numbers to 100, including zero *add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit	*solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher *recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

		subtraction (–) and equals (=) signs *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9	afternoon and evening. Numbers to 40 *count to forty, forwards and backwards, beginning with 0 or 1, or from any given number *count, read and write numbers from 1 to 40 in numerals and words *identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least *given a number, identify one more and one less recognise the place value of each digit in a two-digit number (tens, ones) (Y2)	than, less than, half, half full, quarter] *measure and begin to record the following: lengths and heights; mass/weight; capacity and volume	number and tens; two two-digit numbers; adding three one-digit numbers (Y2) *read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs *solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9	
	Im alive	Lets celebrate	The Magic Toymaker	All dressed up	Time detectives	Flowers and Insects
IPC- Geography	- Be able to describe the geographical features of the school site and other familiar places			- Be able to use geographical terms - Be able to use secondary sources to obtain simple		- Be able to use secondary sources to obtain simple geographical information

	- Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country - Be able to use secondary sources to obtain simple geographical information - Be able to communicate their geographical knowledge and understanding in a variety of ways			geographical information - Be able to communicate their knowledge and understanding in a variety of ways		- Be able to communicate their knowledge and understanding in a variety of ways
IPC – Science	- Be able to pose simple scientific questions - Be able to identify ways of finding out about scientific issues - Be able, with help, to conduct simple investigations	- Be able to pose simple scientific questions - Be able to identify ways of finding out about scientific issues - Be able, with help, to conduct simple investigations		- Be able to pose simple scientific questions - Be able to identify ways of finding out about scientific issues - Be able, with help, to conduct simple investigations	- Be able to pose simple scientific questions - Be able to identify ways of finding out about scientific issues - Be able, with help, to conduct simple investigations - be able with help gather information from simple texts	- Be able to pose simple scientific questions - Be able to identify ways of finding out about scientific issues - Be able, with help, to conduct simple investigations - be able with help gather information from simple texts
IPC- History		- Be able to use key words and phrases relating to the passing of time - Be able to order events and objects into a sequence	- Be able to use key words and phrases relating to the passing of time - Be able to order events and objects into a sequence	- Be able to use words and phrases relating to the passing of time - Be able to order events and objects into a sequence	- Be able to use words and phrases relating to the passing of time - Be able to order events and objects into a sequence	

		- Be able to identify differences between their own lives and those of people who have lived in the past - Be able to find out about aspects of the past from a range of sources of information	- Be able to identify differences between their own lives and those of people who have lived in the past - Be able to find out about aspects of the past from a range of sources of information	- Be able to identify differences between their own lives and those of people who have lived in the past - Be able to find out about aspects of the past from a range of sources of information	- Be able to identify differences between their own lives and those of people who have lived in the past - Be able to find out about aspects of the past from a range of sources of information	
IPC- Music		- Be able to recognise and explore ways in which sounds can be made, changed and organised - Be able to sing familiar songs - Be able to play simple rhythms with a steady beat - Be able to compose simple musical patterns - Be able to use symbols to represent sounds				- Be able to recognise and explore ways in which sounds can be made, changed and organised - Be able to play simple rhythms with a steady beat
IPC - International	- Be able to respect one another's individuality and independence - Be able to work with each other where appropriate	- Be able to respect one another's individuality and independence	- Be able to respect one another's individuality and independence - Be able to work with each other where appropriate	- Be able to respect one another's individuality and independence - Be able to work with each other where appropriate	- Be able to respect one another's individuality and independence - Be able to work with each other where appropriate	- Be able to respect one another's individuality and independence - Be able to work with each other where appropriate
IPC- Art	- Be able to use a variety of materials and processes	- Be able to use a variety of materials and processes		- Be able to use a variety of materials and processes	- Be able to use a variety of materials and processes	- Be able to use a variety of materials and processes

	- Be able to suggest ways of improving their own work - Be able to comment on works of art	- Be able to suggest ways of improving their own work - Be able to comment on works of art		- Be able to suggest ways of improving their own work - Be able to comment on works of art	- Be able to suggest ways of improving their own work - Be able to comment on works of art	- Be able to suggest ways of improving their own work - Be able to comment on works of art
IPC – DT		- Be able to plan what they are going to make - Be able to describe their plans in pictures and words - Be able to use simple tools and materials to make products - Be able to comment on their plans and products and suggest areas of improvement	- Be able to plan what they are going to make - Be able to describe their plans in pictures and words - Be able to use simple tools and materials to make products - Be able to comment on their plans and products and suggest areas of improvement	- Be able to plan what they are going to make - Be able to describe their plans in pictures and words - Be able to use simple tools and materials to make products - Be able to comment on their own plans and products and suggest areas of improvement		
PE	Games, gym, dance	Games, gym, dance	Games, gym, dance	Games, gym dance	Games, gym dance, swimming	Games, Gym, dance, swimming