YEAR 1 CURRICULUM MAP 2023-24

		Autumn	Spring	Summer					
	Word reading	Phonic programme - Read, Write Inc							
Name letters of the alphabet. Match graphemes for all phonemes. Read accurately by blending sound									
gu		& understand purpose.							
Reading	Comprehension								
Re		Link reading to own experiences. Join in with predictable phrases. Discuss significance of title & events. Make simple predictions. Read phonics books aloud. Read stories in the woods. Woodland setting to inspire writing.							
	Transcription	Phonics / Spelling programme							
	Hanscription		words. Prefix 'un-' Adding '-s' or'-es'. Su	ffives ' _ing' '_ed' '_er' and '_est' Snell					
		mixes mg, ea, er and est. Spen							
	Composition	very common 'exception' words. Spe Short narratives- writing narratives v	vith beginning, middle and end based on fa	amiliar stories, drawing on some key					
	narrative language (traditional, fairy and stories with familiar settings).								
		Recounts – based on experience, events or visits, writing events in chronological order.							
		Also a wide range of other writing opportunities.							
Form lower case letters correctly. Form capital letters & digits. Compose sentences orally before writing. R									
ည	VCD.	to peers or teachers. Leave spaces between words. Begin to use basic punctuation: full stop, question marks, and exclamation marks. Use							
喜	VGP			o, question marks, and exclamation marks. Use					
Writing		capital letters for proper nouns. Use	common piurai & verb suffixes.						
	aking and	Pastry – to perform simple list pages							
Speaking and Listening		Poetry – to perform simple list poems. Listen & respond appropriately. Ask relevant questions. Maintain attention & participate.							
LIST	ennig	Present learning clearly to an audience.							
Ma	ths	Number/Calculation Count to / across 100. Count in 1s, 2s, 5s and 10s. Identify 'one more' and 'one less' . Read & write							
		numbers to 20. Use language, e.g. 'more than', 'most'. Use +, - and = symbols. Know number bonds to 20. Add and							
		subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems, including simple arrays							
		Geometry & Measures Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest. Begin to							
			easure length, capacity, weight. Recognise coins & notes. Use time & ordering vocabulary. Tell the time to hour/half- ur. Use language of days, weeks, months & years. Recognise & name common 2-d and 3-d shapes. Order & arrange						
				-					
		objects. Describe position & movement, including half and quarter turns. Use maps of school grounds to follow directions. Fractions Recognise & use ½ & ¼.							
Scie	ence	How do the season impact on what we do? (link to Geography – Where to the leaves go in Winter?)							
JUI	. The control of the	- Observe changes across the four seasons.							
			- Observe and describe weather associated with the seasons and how day length varies. Observe changes in the school grounds. Trees, plants and flowers, animals						
		Which materials should the Three	Why are humans not like tigers?	Which birds and plants would Little Red					
		Little Pigs have used to build their	- Identify and name common animals.	Riding Hood find in our park/school					
		house?	- Identify and name common	grounds?					
		- Distinguish between object and	carnivores, herbivores and omnivores.	- Identify and name common plants.					
		materials used.	- Compare the structure of common	- Describe basic structure of flowering					
		 Name everyday materials. Describe properties of materials. 	animals Identify, name, draw and label the	plants. Use the school grounds to identify birds,					
		- Compare and group materials	basic parts of the human body.	flowers and plants					
		based on simple properties.	Look for animals/minibeasts in the	nowers and plants					
		Use the forest area to build houses	school grounds	Article 29: Your education should help					
		for the three little pigs/a den for		you to use and protect the enivroment.					
		the wolf.							
		Look at brick work around school							
_	<u> </u>	Working scientifically - on going across the year							
Cor	nputing	Computing systems &	Crrating media	Programming 1					
		Networks							
		Digital imagery 1-3 Algorithms 1,2,3,4							
		Improving mouse skills 1-3							
		0.11	Online safety 2	Online safety 4					
		Online safety 1							
			Online safety 3	Programing 2					
				Beetbots 1,3,4,5					
		E-Saftey							
			L-Jaircy						

History	Where do, and did, the wheels on the bus go? Awareness of the past and the way it is similar to and different from the present. Local history	Where do the lea	Why is a Wii more fun than my grandparent's toys? - Discussing changes within living memory. - Revealing aspects of change in national life use the school grounds to play old games such as catapuls, hopscotch, football, hula hoop .	ience – How do the season	Who was famous when my mum and dad were little? (Ant and Dec) - Researching lives of significant individuals in the past who have contributed to national and international achievements Article 4: the government has the responsibility to protect your rights.			
Geography		Where do the leaves go in winter? (link to Science – How do the season impact on what we do?) - Identifying seasonal and daily weather patterns in the United Kingdom.						
		Where do, and did, the wheels on the bus go?- Using world maps, atlases and globes to identify the United Kingdom and its countries.		Where in the world can a meerkat live? - Identifying seasonal and daily weather patterns in the United Kingdom Locating hot and cold areas of the world in relation to the Equator and the North and South Poles.				
Art/DT	Art and Design Skills -printing techniques	DT Constructing Winmills	Formal Elements of art Shape and colour	Mechanisms- Fairground wheel	Landscapes using different media Composition and texture	Fruit and vegtables		
Music	My musical Heartbeat – beat	Dance, sing and play	Durham Music Service – Little Fingers	Learning to Listen	Having fun with improvisation	Lets perform together		
P.E.	Games – Beanbag	Throw	Dance – Themes and Dreams		Athletics – Honey Pot, Colour Match			
	Games – Ten Point Hoops Dance – fundamental skills		Gymnastics – Assessing level 1 Unit 1 Games – Rolla Ball		Gymnastics – Making Shapes OAA – Where are we going?			
PSHE	TP1 – Who is in my family? TP2 – Who are my important people? TP3 – What makes a person?	TP4 – What makes me happy? TP5 – What does sad feel like? TP6 – Why do we have rules?	TP7 – Is it kind or unkind? TP8 Is teasing ever ok? TP 9 – What should I do if I don't like it?	TP10 – What does worry feel like? TP11- How do I keep safe? TP12 – What should I do in an emergency?	TP13-When should I wash my hands? TP14 Why are teeth important? TP15- What should I do with money?	TP16 – What did I need as a baby? TP17 – How can I be more grown up? TP18 – Do I have to be the best?		
R.E.	What can we learn abo	ut Christianity from	Why is Jesus special to Cl	l hristians?	What can we find out abo	out Buddha?		
	wisiting a church? What do Christians believe about God? Why are gifts given at Christmas? Article 30: you have the right to learn and use the traditions, religion and language of your family. Article 14: You have the right to choose your own beliefs.		What is the Easter story? Article 30: you have the right to learn and use the traditions, religion and language of your family. Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people's culture Article 14: You have the right to choose your own beliefs.		Article 14: You have the right to choose your own beliefs. Article 20: you must be looked after by people who respect your religion, traditions and language.			
	Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2020 for all maintained schools							