

Howbridge Infant School
 Year 1 Curriculum Map 2018-19

	Autumn 1 Superhero Me!	Autumn 2 Let's Build	Spring 1 Space Cadets	Spring 2 Howbridge Historians	Summer 1 Curious Countryside	Summer 2 Marvellous Minibeasts
English T4W	<p>Non-Fiction - labelling</p> <p>Traction Man & Superhero me</p> <p>Supertato & the Evil Pea</p> <p>Superhero Poetry</p> <p>T4W - The Magic Porridge Pot</p>	<p>Recount - Lego day</p> <p>The Big Concrete Lorry - Labelling pictures with captions</p> <p>Goodnight, goodnight construction site - poetry</p> <p>T4W Three Little Pigs - story writing</p>	<p>Neil Armstrong - fact sheet</p> <p>Alien Words</p> <p>T4W - Aliens Love Underpants</p>	<p>Benjamin Saintry - newspaper report writing</p> <p>Florence Nightingale - Diary</p> <p>Queen Victoria - letter</p> <p>Easter Poem</p>	<p>Spring booklet - non-fiction leaflet</p> <p>Jack and the beanstalk - comparing similarities and differences between texts - story writing</p> <p>T4W Jack and the beanstalk - story writing</p>	<p>Year 1 Highlights - report writing</p> <p>International Week - Fact sheet</p> <p>Peter Rabbit - Story writing</p> <p>What the Ladybird heard - Character descriptions</p>
Phonics	<p>Wk 1 - 4 Phase 5a Wk 5 - 7 Phase 5b PS - 2013</p>	<p>Wk 8 - 16 Phase 5c</p> <p>PS - 2014</p>	<p>Wk 17 - 23 Phase 5c</p> <p>PS - 2015</p>	<p>Wk 24 - 30 Phase 5c</p> <p>PS - 2016</p>	<p>Phonics Screening Support</p> <p>Wk 1 - 10 Phase 5d</p> <p>PS - 2017</p>	
Handwriting	<p>Phase 2/3 phoneme formation Penpals Term 1</p>		<p>Penpals Term 2</p>		<p>Penpals Term 3</p>	
<p>Maths (Yr 1 Maths Planning Document)</p>	<p>Wk 1 - 7 Place Value</p>	<p>Wk 1 - 3 Addition & Subtraction Wk 4 - 5 Multiplication & Division</p>	<p>Wk 1 Fractions Wk 2 -5 Measurement Wk 6 Review & Assess</p>	<p>Wk 1 Place Value Wk 2 - 3 Addition & Subtraction Wk 4</p>	<p>Wk 1 - 2 Measurement Wk 3 Number & Place Value Wk 4</p>	<p>Wk 1 Addition & Subtraction Wk 2 Multiplication & Division</p>

		<p>Wk 6 - 7 Geometry Wk 8 Review & Assess</p>		<p>Multiplication & Division Wk 5 Geometry Wk 6 Review & Assess</p>	<p>Fractions Wk 5 Geometry Wk 6 Review & Assess</p>	<p>Wk 3 & 4 Measurement Wk 5 Geometry Wk 6 Number & Place Value Wk 7 Review & Assess</p>
<p>Science</p>	<p>Parts of the Human Body IS: Name and locate parts of the human body, including those related to senses, and describe the importance of exercise, balanced diet and hygiene for humans. NC: 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>Materials IS: Use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials. NC: 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.</p>	<p>Seasonal Changes IS: Describe seasonal changes. NC: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. These objectives will also run throughout the year</p>	<p>Plants & Animals IS: Describe the basic needs of plants for survival. Describe and the observable features of animals from a range of groups. NC: 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. 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,</p>	<p>Animals IS: Describe and the observable features of animals from a range of groups. NC: 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.</p>	

				herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).	
Computing	<p>Create/follow instructions (algorithms) to navigate programmable toys (and other children) around a course.</p> <p>Make choices in an adventure game or simulation.</p>	<p>Plan and devise 1-step operation e.g. fwd 5.</p> <p>Plan and devise 2-step operation e.g. $\frac{1}{4}$ turn right (to face target), fwd 5. Plan and devise a sequence e.g. 3 or more steps in a route/task. Predict the behaviour of a simple program.</p>	<p>With help save and retrieve documents in own folder.</p> <p>Use images and text in simple presentations.</p> <p>Contribute to a class Learning Platform or blog.</p> <p>Create a picture using some simple tools in a paint package.</p> <p>Take a digital image.</p> <p>Use software to explore sounds.</p>	<p>Use appropriate buttons, menus and hyperlinks to navigate online sites.</p> <p>Use a digital microscope to look more closely at objects.</p> <p>Use simple graphing programs to produce pictograms and other simple graphs.</p>	<p>Develop simple classification skills by carrying out sorting activities.</p> <p>Discuss different jobs that involve ICT for research (e.g. medicine, space industry, geographers etc.).</p> <p>Begin to evaluate web sites by giving opinions about preferred sites.</p>
E-safety	<p>E-Safety Tool Kit Unit 1a</p> <p>To understand that rules are made for a reason - they exist to help us to remain safe</p>	<p>E-safety Tool Kit Unit 1b</p> <p>To understand the purposes of usernames and passwords</p> <p>To identify strategies for</p>	<p>E-Safety Tool Kit Unit 1c</p> <p>To understand how to show respect in social situations</p> <p>To recognise the importance of tone in both face-to-face and online communications</p>	<p>E-Safety Tool Kit Unit 1d</p> <p>To understand that a stranger is someone you don't know.</p> <p>To learn how to recognise who is a stranger.</p> <p>To recognise that not all strangers are dangerous but it is better to be safe than sorry.</p>	

	<p>To understand that they can go to exciting places online, but they need to follow certain rules to remain safe</p> <p>To make links between online and offline behaviour</p>	<p>creating and protecting secure passwords</p> <p>To create their own secure password - to identify websites that we know require a password</p>	<p>To agree rules for both face-to-face and online communications</p>			
PE	<p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To participate in team games, developing simple tactics for attacking and defending</p> <p>To perform dances using simple movement patterns.</p>					
	<i>Multiskills Children's Health Project</i>	<i>Multiskills Children's Health Project</i>	<i>Gymnastics Dance (Val Sabin)</i>	<i>Gymnastics Dance (Val Sabin)</i>	<i>Athletics Games (Val Sobin)</i>	<i>Athletics Outdoor Learning</i>
Geography	<p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>					
Geography	<p>Seasons and Weather</p> <p>Geographical and Fieldwork - School</p>	<p>Seasons and Weather</p> <p>UK</p>	<p>Seasons and Weather</p>	<p>Seasons and Weather</p> <p>Geographical and Fieldwork - Witham</p>	<p>Seasons and Weather</p>	<p>Seasons and Weather</p> <p>International Week</p> <p>Place Knowledge -comparing Witham</p>

					and non-european location
History	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria , Christopher Columbus and Neil Armstrong , William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality - Benjamin Sainty .		
Art	<p>Pupils should be taught:</p> <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>				
	<i>Painting Skills</i>	<i>Iggy Peck Architect</i>	<i>Antony Gormley</i>	<i>William Morris</i>	<i>Beatrix Potter</i>
DT	Cooking & Nutrition Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. *Children's Health Project module	Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Bridge challenge	Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - Design and sculpt an alien Make	Make Select from and use a wide range of materials and components, including construction materials , textiles and ingredients, according to their characteristics	Make - linked to all areas of curriculum - International Week Select from and use a range of tools and equipment to perform practical tasks [for example,

			Select from and use a wide range of materials and components, including construction materials , textiles and ingredients, according to their characteristics			cutting, shaping, joining and finishing]
PSHE Jigsaw	Being Me in My World Special and safe My class Rights and Responsibilities Rewards and feeling proud Consequences Owning our learning charter	Celebrating Difference The same as ... Different from ... What is bullying? What do I do about bullying? Making new friends Celebrating differences	Dreams and Goals My treasure chest of success Steps to goals Achieving together Stretchy learning Overcoming obstacles Celebrating my success	Healthy Me Being healthy Healthy choices Clean and Healthy Medicine safety Road Safety Happy, healthy me	Relationships Families Making Friends Greetings People who help us Being my own best friend Celebrating my special relationship	Changing Me Life cycles Changing me My changing body Boys and girls bodies Learning and growing Coping with changes
RE	Special People		Special symbols and objects		Special things in nature	
Music	Pupils should be taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.					
	Charanga Hey You	Nativity	Charanga In the Groove	Charanga Rhythm in the way we walk	Charanga Round and Round	Charanga Reflect, rewind and replay
British Values See school planning document	Learning about Great Britain	Mutual Respect	Individual Liberty	Democracy	Rule of Law	Tolerance
Global	United Kingdom Spain Germany	France India Israel	Australia China Brazil	South Africa Antarctica Poland	Norway Canada Japan	Kenya International Week Jamaica

Core Values	Team work Sharing Tolerance Respect	Respect Empathy Love Care	Understanding right and wrong Listening Curiosity	Questioning ourselves and others Making good choices Reflection	Trust Independence Responsibility	Self-confidence Understanding of others Enjoyment
Continuous Provision & Role Play	Home corner Superhero Headquarters Small world dolls house FMS- Funky Fingers Reading Garden	Home corner Builders yard Post office (Christmas) Small world building site FMS - Funky Fingers Reading Garden	Home corner Space station Small world space area FMS - Funky Fingers Reading Garden	Home corner Museum/Victorian school Small world archeological dig FMS - Funky Fingers Reading Garden	Home corner Farm Shop Small world farm FMS - Funky Fingers Reading Garden	Home corner Pet Shop Small world minibeasts FMS - Funky Fingers Reading Garden