

Year 1 Long Term Curriculum Map


	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
<p>Writing</p>	<p>Lost and Found by Oliver Jeffers</p> <p>Writing Outcome Fiction: story based on the structure of Lost and Found</p>	<p>Nibbles by Emma Yarlett</p> <p>Writing Outcome Recount: diary</p>	<p>The Lion Inside by Rachel Bright</p> <p>Writing Outcome Fiction: story based on the structure of The Lion Inside</p>	<p>The Curious Case of the Missing Mammoth by Ellie Hattie</p> <p>Writing Outcome Fiction: story based on the structure of The Curious Case of the Missing Mammoth.</p>	<p>Toys in Space by Mini Grey</p> <p>Writing Outcome Fiction: story based on the structure of Toys in Space. Extension: Instructions</p>	<p>Goldilocks and just the one bear by Leigh Hodgkinson</p> <p>Writing Outcome Fiction: story based on the structure of Goldilocks and just the one bear. Extension: Non-chronological report</p>
<p>Reading</p>	<p>1a draw on knowledge of vocabulary to understand texts (VOCABULARY) <i>Introduction to The Word Collector and the link to vocabulary development.</i></p> <p>1e predict what might happen on the basis of what has been read so far (PREDICT)</p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (EXPLAIN)</p>	<p>1a draw on knowledge of vocabulary to understand texts (VOCABULARY)</p> <p>1d make inferences from the text (INFERENCE)</p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (RETRIEVE)</p>	<p>1a draw on knowledge of vocabulary to understand texts (VOCABULARY)</p> <p>1c identify and explain the sequence of events in texts (SEQUENCE)</p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (EXPLAIN)</p>	<p>1a draw on knowledge of vocabulary to understand texts (VOCABULARY)</p> <p>1d make inferences from the text (INFERENCE)</p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (RETRIEVE)</p>	<p>1a draw on knowledge of vocabulary to understand texts (VOCABULARY)</p> <p>1d make inferences from the text (INFERENCE)</p> <p>1e predict what might happen on the basis of what has been read so far (PREDICT)</p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (EXPLAIN/RETRIEVE)</p>	<p>1a draw on knowledge of vocabulary to understand texts (VOCABULARY)</p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information (EXPLAIN)</p> <p>1c identify and explain the sequence of events in texts (SEQUENCE)</p>
<p>Science</p>	<p>Animals Including Humans Identifying and Naming</p> <p></p>	<p>Materials Properties</p> <p></p>	<p>Light and Dark</p>	<p>Forest School (I Wonder Why?)</p>	<p>Seasons</p> <p></p>	<p>Plants Identifying and Naming</p> <p></p>

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 Art and Design	Who are we? Portraits		Again and again Patterns in Textiles		Tile making Clay Work	
 Online Safety & Computing	Online Reputation Computing systems (and networks) Technology around us	Online Bullying Creating media – Digital painting	Privacy and Security Programming A – Moving a robot	Health, Well-Being and Lifestyle Data and information – Grouping data	Online Relationships Creating media – Digital writing	Managing Online Information Programming B – Programming animations
 Design Technology		Kites Link to science- Materials		Cooking and Nutrition Teddy Bears' Picnic Link to science- Seasonal Changes		Moving Pictures Link to history Inspirational People
 Geography	A sense of Place 			Wonderful Weather	The United Kingdom	
 History		Family History	Changes in Transport-planes			Inspirational People Sir Walter Tull
 Music	Key Stage 1 Singing Singing songs and chants tunefully and with expression	Let's start singing	Key Stage 1 Singing Singing songs and chants tunefully and with expression	Exploring rhythm patterns	Key Stage 1 Singing Singing songs and chants tunefully and with expression	Highs and Lows
 Personal Social and Health Education	Protective Behaviours	Anti-Bullying WK am Unique Looking Out for Each Other	Mental Health WK Emotions Kirklees	Relationships Sex Education	Consent	Road Safet6y Safety First Road Rangers Roads Away from Home Road Warriors
 PE Sports Coach teacher	Funs Sending Receiving Using Equipment Real Pe Unit 5 (Games)	Funs Moving/ Balancing In Different Ways Real Pe Unit 2 (Gymnastics / Games)	Funs / Exploring Space And Equipment Real Pe Unit 1 (Gymnastics)	Funs Following Rules And Simple Tactics Real PE Unit 3 Cognitive Dynamic balance and stance	Funs Sending And Receiving Game Tactics Sports Day Practice Real PE Unit 4 Creative (Ball skills and Counter Balance)	Funs Health & Fitness How Does My Body Feel? Real Pe Unit 6 (Games)



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 <p>Religion and Worldviews</p>	<p>How do people know how to treat each other? (Philosophy)</p> <p><u>Key concept:</u> 5. Leading a good life</p>	<p>What do Christians say God is like? (Theology)</p> <p><u>Key concept:</u> 1. Belonging and Believing</p>	<p>Diversity within Judaism (Part 1): What do Jews believe and how may they live? (Social Sciences)</p> <p><u>Key concepts:</u> 2. Words and Wisdom 4. Experience & Behaviour</p>	<p>How can we care for the world? (Theology)</p> <p><u>Key concept:</u> 3. Respecting Places and the World</p>	<p>Diversity within Judaism (Part 2): What do Jews believe and how may they live? (Social Sciences)</p> <p><u>Key concepts:</u> 2. Words and Wisdom 4. Experience and Behaviour</p>	<p>Why are holy books special to Christians and Jews? (Philosophy)</p> <p><u>Key concept:</u> 6. Continuity, Change and Diversity</p>
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