

**BARNES PRIMARY SCHOOL CURRICULUM MAP**

**YEAR GROUP: 1**

		AUTUMN		SPRING		SUMMER	
	THEME	Title of Learning Theme: Homes		Title of Learning Theme: Spring 1 – Kings, Queens and Spies Spring 2 – Pirates, Plans and Adventures		Title of Learning Theme: Africa	
<b>CORE CURRICULUM</b>	<b>ENGLISH</b>	<p>Texts studied:</p> <p>The Three Little Pigs</p> <p>Otherwise – visual literacy unit of work</p> <p>Writing outcomes:</p> <p>Making a wanted poster for the Big Bad Wolf, focusing on using capital letters, finger spaces, full stops and adjectives.</p> <p>Writing their own ‘Otherwise’ book, focusing on using full stops, capital letters, adjectives and prepositions.</p>	<p>Texts studied:</p> <p>The Gruffalo by Julia Donaldson</p> <p>Stuck by Oliver Jeffers</p> <p>Writing outcomes:</p> <p>Writing a character description about the Gruffalo, focusing on using adjectives and connectives.</p> <p>Writing outcomes:</p> <p>Writing a different version of Stuck, focusing on using different sentence starters and adjectives.</p>	<p>Texts studied:</p> <p>Farmer Duck by Martin Waddell</p> <p>Queen Elizabeth 1 (non-fiction)</p> <p>Writing outcomes:</p> <p>Rewriting the story of Farmer Duck, focusing on using better words than ‘said’, fronted adverbials and repetition.</p> <p>Writing an information book about Queen Elizabeth 1 (QE1).</p>	<p>Texts studied:</p> <p>The Night Pirates by Peter Harris</p> <p>Writing outcomes:</p> <p>Letter writing- Writing a letter to the main characters (Tom and Captain Patch), focusing on using questions.</p>	<p>Texts studied:</p> <p>Too Much Talk by Angela Shelf Medearis</p> <p>Writing outcomes:</p> <p>Making a book about the story Too Much Talk, focusing on using speech marks and exclamation marks.</p>	<p>Texts studied:</p> <p>The Jumblies by Edward Lear</p> <p>Writing outcomes:</p> <p>Writing 2 new stanza’s based on the form and style of Edward Lear’s classic poem.</p>

PHONICS	<p><b>Focus:</b></p> <p><b>Key 100 word spelling test including common exception words.</b></p> <p>Phase 3 set 6 – j, v, w, x</p> <p>Phase 3 set 7 – y, z, zz, qu</p> <p>Consonant digraphs – ch, sh, th, ng</p> <p>Vowel digraphs – ai, ee, igh, oa, oo, ar, or, ur, ow, oi, air, ear, ure, er</p> <p>Phase 4 cvcc, ccvc, ccvcc, cccvcc words polysyllabic words</p> <p>Phase 4 – Reading and writing sentences</p>	<p><b>Focus:</b></p> <p><b>Phase 5</b> ai, ay, a_e</p> <p>ee, ea, ey, e_e, ie</p> <p>ie, igh, i_e</p> <p>oa, oe, o_e</p> <p>ue, ew, u_e</p> <p>wh, ph</p>	<p><b>Focus:</b></p> <p><b>Key 100/200 word spelling test including common exception words.</b></p> <p><b>Phase 5</b> trigraphs oi/oy and ou/ow, ur, er, ir, or, aw, au</p> <p>Alternative pronunciations for graphemes i (fin, find) o (hot, cold) u (but, put)</p> <p>Alternative pronunciations for graphemes a (hat, what) ow (cow, blow) ea (bread, eat)</p> <p>Alternative pronunciations for graphemes c (cat, cent) g (got, giant) y (yes, by, very)</p>	<p><b>Focus:</b></p> <p><b>Phase 5</b></p> <p>Alternative pronunciations for graphemes ie (tie, field) ch (chin, school, chef) ou (out, shoulder, could, you)</p> <p>Alternative pronunciations for graphemes e (bed, he) er (farmer, her)</p> <p>Alternative pronunciations for graphemes ey (money, they) Revisit previous pronunciations</p> <p>Alternative spellings n/kn/gn r/wr</p> <p>Alternative spellings ear,ere,eer ch/tch j/g/dge</p> <p>Alternative spelling z (zoo, please) Alternative spelling i (happy, donkey) New phoneme zh</p>	<p><b>Focus:</b></p> <p><b>Key 100/200 word spelling test including common exception words.</b></p> <p><b>Phase 5</b></p> <p>Alternative spellings v/ve m/mb</p> <p>Alternative spellings ch/tch j/g/dge</p> <p>Alternative spellings ear,ere,eer</p> <p>Alternative spellings air, are, ear</p> <p>Alternative spellings u (some, come) s (listen, house) Alternative spellings ar (father, half) Revisit previous spellings</p>	<p><b>Focus:</b></p> <p><b>Phase 5</b> Phonics Screening Alternative pronunciations Homophones Phase 5 revision</p> <p>Alternative spellings or (all, four, caught)</p> <p>Alternative spellings ur (learn, word)</p> <p>Alternative spellings oo (could, put)</p>
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	<p><b>MATHS</b></p>	<p>Identify and represent numbers using objects and pictorial representations including the number line</p> <p>Count to and across 10 (to 10), forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 (to 10) in numerals</p> <p>Given a number, identify 1 more and 1 less</p> <p>Use the language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals and words</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Add and subtract one-digit numbers to 10</p> <p>Describe position, direction and movement, including whole, half and quarter turns (PE)</p>	<p>Counting in 2's.</p> <p>Recognise and name common 2-D shapes, including: [for example, rectangles (including squares), circles and triangles]</p> <p>Add and subtract one digit and two digit numbers using objects, pictorial representations and the number line.</p> <p>Represent and use number bonds and related subtraction facts within 20 Write mathematical statements involving (+), (-) and (=) signs</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</p>	<p>Recognise and name common 3-D shapes</p> <p>Count in multiples of 2s, 5s and 10s</p> <p>Halving and doubling numbers up to 20 and beyond.</p> <p>Count to and across 40, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>Represent and use number bonds and related subtraction facts within 40</p> <p>Add and subtract one-digit and two-digit numbers to 40, including 0</p> <p>Time (hours, minutes, seconds) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p> <p>Partitioning two and three digit numbers into hundreds, tens and ones.</p> <p>Recognise, describe, continue and make number sequences.</p> <p>Count, read and write number to 100 in numerals.</p>	<p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.</p> <p>Count to and across 40, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>We are learning to add 2 single digits by making 10 first</p> <p>We are learning to regroup tens and ones</p> <p>We are learning to add a 2 digit and 1 digit number by making 10 first</p> <p>We are learning to add a 2 digit and 1 digit number by making 10 first</p> <p>Measure and begin to record the following: lengths and heights mass/weight capacity and volume</p> <p>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 than, less than, half, half full, quarter]</p>	<p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Given a number, identify 1 more and 1 less</p> <p>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</p>	<p>Represent their work (practical resources, pictograms, bar charts, tally chart, venn diagram and carroll diagram).</p> <p>Respond to questions about how they have sorted data and why and about the information shown e.g. how many more children like swimming than football?</p> <p>Add and subtract one-digit and two-digit numbers to 100, including 0</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math>.</p> <p>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</p> <p>Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</p> <p>Recognise and know the value of different denominations of coins and notes</p>
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	<p><b>SCIENCE</b></p>	<p><b>Everyday Materials</b></p> <p>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><b>Light and Dark and</b></p> <p>Identify different light sources, including the Sun; understand that darkness is the absence of light.</p>	<p><b>Seasonal Change</b></p> <p>Observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.</p> <p>Seasonal walks to Barnes Common.</p>	<p><b>Animals and humans</b></p> <p>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.</p> <p>Animal Man visit</p> <p>Trip to London Zoo.</p>	<p><b>Topic: Growing Plants</b></p> <p>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.</p> <p>Trip to Kew Gardens</p>	<p><b>Sound and Hearing</b></p> <p>Understand that there are many kinds of sound and sources of sound; understand that sounds travel away from sources, getting fainter as they do so; describe that sounds are heard when they enter the ear.</p>
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<b>Computing</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><b>E-safety (1 Lesson)</b> <b>Learning how to stay safe online.</b></p> <p><b>Smartie the Penguin</b></p> <ul style="list-style-type: none"> <li>• What should we do if something goes wrong when using technology?</li> <li>• Who can we tell?</li> </ul> <p><b>Word Processing skills using J2e online platform</b></p> <ul style="list-style-type: none"> <li>- General keys e.g. Enter/return, space bar, backspace, Caps Lock.</li> <li>- Create a word document, changing font style, size and colour.</li> <li>- Learning how to save a document and what saving a document means.</li> <li>- Learning how to log on and sign out.</li> </ul>	<p><b>Algorithms</b></p> <ul style="list-style-type: none"> <li>- Learning about directional language.</li> <li>- Learning what a command is and creating algorithms for different app character to reach different destinations.</li> <li>- Unplugged activities – creating an algorithm to guide children to mascots. Creating algorithms for your teacher to make a glass of squash.</li> </ul> <p><b>E-safety (1 Lesson) Staying safe online</b></p> <ul style="list-style-type: none"> <li>• What is personal information?</li> <li>• Understand Importance of keeping personal information private.</li> <li>• Who can we tell when concerned about content or being contacted?</li> </ul> <p><b>Algorithms</b></p> <ul style="list-style-type: none"> <li>- Recapping what a command is and creating algorithms.</li> <li>- Learning about the different devices that need algorithms (programs) to function.</li> <li>- Learning that algorithms are programs but in human language.</li> <li>- Learning about de-bugging.</li> <li>- Unplugged activities – planning a route for the BeeBot, measuring the distance of ‘1 move’ and creating an algorithm for the Bee Bot.</li> </ul>	<p><b>E-safety (1 Lesson)</b> <b>Strangers online</b></p> <ul style="list-style-type: none"> <li>• Why do we need to be careful when talking to strangers online?</li> <li>• Is everyone who they say they are? How can we tell?</li> <li>• Who can we tell when concerned about content or being contacted?</li> </ul> <p><b>Using Book Creator</b> Creating books “All about Year 1” to read with the Reception children coming up to Year 1.</p> <ul style="list-style-type: none"> <li>- Adding and manipulating text</li> <li>- Changing the background</li> <li>- Adding new pages</li> <li>- Using the iPad camera to take photographs</li> <li>- Adding pictures to the book pages</li> <li>- Adding pictures from the internet</li> <li>- Inserting audio clips</li> </ul>
<p>Green = Computer Science      Blue = Information technology      Orange = Digital literacy &amp; e-safety</p>			

FOUNDATION SUBJECT / LEARNING THEME	<b>HISTORY</b>	<p>Learning theme: Homes in the past</p> <p>Content: Ham House visit, looking at household objects in the past.</p> <p>Key skills developed: An awareness of the past; using common words and phrases relating to the passing of time; looking at homes in their own locality.</p>	<p>Learning theme: Kings, Queens and Spies</p> <p>Content: Learning about Queen Elizabeth 1 and Queen Victoria, comparing their effectiveness and having a year group debate.</p> <p>Key skills developed: Developing an understanding of chronology; identify similarities and differences between people and ways of life in different time periods; learning about historical sources, representation of events and how reliable a source is; learning about events beyond living memory, learning about the lives of significant individuals.</p>	<p>Grandparents day (a key event in the summer term)</p> <p>Content: The children’s grandparents spend a morning in school with the children discussing school life and comparing schools from today with those in the past.</p> <p>Key skills developed: An awareness of the past; identifying similarities and differences between schools of today and in the past; learning about changes within living memory.</p>	
	<b>GEOGRAPHY</b>	<p>Learning theme: Homes around the world</p> <p>Content: Looking at homes around the world and where they are on a world map; sending ‘Owen the Owl’ around the world to find out information about different homes; Geographical Inquiry: What happens to the rain after it has fallen?</p> <p>Key skills developed: Name and locate the world’s seven continents and five oceans; name and locate the four countries and capital cities of the UK; identify seasonal and daily weather patterns in the UK; identify the location of hot and cold areas in relation to the Equator and North and South Poles; collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p>		<p>Learning theme: Pirates, Plans and Adventures – maps and plans</p> <p>Content: Creating 3D maps of the playground; making birds eye views maps, a treasure hunt around Barnes following a map.</p> <p>Key skills developed: Use simple compass directions, use locational and directional language to describe the location of features and routes on a map, use aerial photographs and plan perspectives, devise simple maps and keys.</p>	<p>Learning theme: Africa</p> <p>Content: Using maps to locate Africa; visit to The Horniman Museum.</p> <p>Key skills developed: Name and locate the world’s seven continents and five oceans; understand geographical similarities and differences through studying a small area of the UK and a small area in Africa</p>
	<b>DESIGN TECHNOLOGY</b>	<p>Learning theme: Homes</p> <p>Content: Design and make an ideal bedroom for a character</p> <p><i>(English “Otherwise” book – design and make a front cover for the pupils’ own book, using a sliding mechanism)</i></p> <p>Key skills developed: Generate ideas and recognise basic features of a bedroom; design a purposeful and functional plan based on design criteria; model their ideas through drawing and talking; select and use a range of tools and materials whilst making; assemble and join components precisely (levers, rotating mechanisms and sliders); evaluate their products against design criteria.</p>		<p>Learning theme: Pirates, Plans &amp; Adventures</p> <p>Content: Making a pirate ship</p> <p>Key skills developed: Draw a design of a boat; investigating the effectiveness of different materials; learning to join different materials effectively; measuring, marking and cutting out different materials; talking about own product and that of others and communicating likes and dislikes; learn about the work of designers.</p>	<p>Learning theme: Africa</p> <p>Content: Cookery week</p> <p>Key skills developed: understand and apply the principles of nutrition and learn how to cook.</p> <p>ART: Make and decorate a model African mud hut (with clay) using the coil technique.</p>

	<p><b>ART</b></p>	<p>Learning theme: Homes</p> <p>Content: Homes – observational drawing the Railway Cottages in the local area  English: “ Gruffalo” observational drawing using pencils  Science: Observational drawings of materials  RE: Christmas cards, Menorahs, stain glass windows.</p> <p>Key skills: Choose and record from direct observation; sharing ideas and meanings by using a range of materials and processes; design and make image; paint, mix and choose appropriate watercolours; describe thoughts and feelings about their work and others.</p> <p>Content: Creative journals – the work of artists</p> <p>Focus and key skills: The children have an ‘Artist of the Fortnight’ who we learn about in class, look at and evaluate their art work and then create our own inspired piece of art. This work is independent and process focused (This continues throughout each term), understanding what different materials look like.</p>	<p>Learning theme: Kings, Queens and Spies</p> <p>Content: Drawing self-portraits; thinking about why there are more portraits of people long ago than there are today; understanding why people chose to be painted with objects; developing an awareness of which marks are important for drawing a face.</p> <p>Science: reptiles and amphibians out of playdough and observational drawings of fish.</p> <p>Creative journals – the work of artists</p> <p>Key skills: Ask and answer questions concerned with initiating own work and develop ideas and make reflective observations concerning starting points, design and make images; draw a self portrait using a pencil, ensuring the features are in the correct place; choose colours that are appropriate to create a suggested idea; make different marks using pencils and pens; assess own and others’ accomplishments, expressing what they feel about them; contrast ideas, methods and approaches to own work and that of others; adapt work to their own views.</p>		<p>Learning theme: Africa</p> <p>Content: Africa – making mud huts using clay</p> <p>ENGLISH: Too much talk books. Designing a front cover for pupils’ own book using oil pastels, chalk and pencils.</p> <p>Science: Observational drawings of plants at Kew  RE: Rangoli patterns</p> <p>Creative journals – the work of artists</p> <p>Key skills: Explore possibilities of a variety of materials and processes and investigate, combine visual/tactile qualities of materials and match to work’s progress; learning the coil technique (Learn about materials and processes used in art, craft and design); designing and making artefacts; note what they might alter in present work or develop in future work;</p>
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	<b>PHYSICAL EDUCATION (INDOOR)</b>	<p>Focus: Gymnastics</p> <p>Jumping - (star, pencil, pike, tuck, half turn, full turn and landing jumps)</p> <p>Balances – different point balances, learning balances to represent different homes (detached, flats, bungalows, semi detached, terraced – linked to learning theme Homes)</p> <p>Travelling – exploring different ways of travelling e.g. high, fast, slow</p> <p>Describe position, direction and movement, including whole, half and quarter turns</p>	<p>Focus: Gymnastics</p> <p>Jumping - (star, pencil, pike, tuck, half turn, full turn and landing jumps)</p> <p>Balances – different point balances, learning balances to represent different homes (detached, flats, bungalows, semi-detached, terraced – linked to learning theme Homes)</p> <p>Travelling – exploring different ways of travelling e.g. high, fast, slow</p>	<p>Focus: Dance</p> <p>Tudor dancing (linked to learning theme Kings, Queens and Spies).</p>	<p>Focus: Dance</p> <p>Directions (forwards and backwards, north, south, east and west) and coming up with their own Pirate adventure dance (linked to learning theme Pirates, Plans and Adventures).</p>	<p>Focus: Games</p> <p>Rolling games, throwing games and collaborative games.</p>	<p>Focus: Dance and Games</p> <p>Learning an African dance (linked to learning theme Africa) and practising games for Sports Day.</p>
	<b>PERSONAL, HEALTH, CITIZENSHIP &amp; SOCIAL EDUCATION (PHCSE)</b>	<p>Focus: Feelings</p> <p>Friendships</p>		<p>Focus: Growing and Changing (linked to Science, Ourselves)</p> <p>Body Parts</p>			<p>Choices</p> <p>Families</p>
	<b>RELIGIOUS EDUCATION</b>	<p>Focus: Christianity and Judaism</p> <p>Why is Christmas important to Christians?</p> <p>Why is light important to Christians?</p> <p>Why do Jewish children celebrate Hanukkah?</p> <p>Focus: Light</p> <p>Why is light important?</p> <p>What role does it have for different religions?</p> <p>Visit to the local church</p>		<p>Focus: Christianity and Hinduism</p> <p>Which artefacts are important in Christianity?</p> <p>Which artefacts are important to Hindus?</p> <p>Focus: Special Things</p> <p>What artefacts are important to you?</p> <p>Are all precious things expensive? Special places</p>		<p>Focus: Christianity</p> <p>Who were Jesus' special friends?</p> <p>Why is friendship important?</p> <p>What other faiths show the importance of friendship?</p> <p>What does it mean to be a good friend?</p> <p>Focus: Christian weddings</p> <p>What is a celebration?</p> <p>Have you ever been to a wedding?</p> <p>How can you show you love someone?</p> <p>Who can get married?</p>	