

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	
CORE CURRICULUM	ENGLISH	<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>
		<p>/igh/ as in child and time /igh/ as in pie and spy /oa/ as in rope and snow /oa/ as in toe and piano /ee/ as in happy and key consolidation</p> <p>Common exception words: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>	<p>/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute /y+oo/ as in statue long /oo/ as in blue /y+oo/ as in news long /oo/ as in screw /ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy</p> <p>Common exception words: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p>	<p>/or/ as in astronaut and strawberry /oa/ as in shoulder Long /oo/ as in soup short /oo/ as in should /ar/ as in father /ur/ as in pearl and world /eer/ as in deer and here /air/ as in square, bear and there /or/ as in ball, four, core, door and daughter</p> <p>Common exception words: who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</p>	<p>/s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house and fence /k/ as in school /sh/ as in chef /j/ as in bridge and package /uh/ as in mother consolidation</p> <p>Common exception words: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>	<p>/ul/ as in bottle /t/ as in mixed /d/ as in drilled /m/ as in comb /n/ as in knot /n/ as in sign /r/ as in writing /ch/ as in hatching /zh/ as in treasure, television and collage consolidation</p> <p>Common exception words: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p>	<p>/ch+u/ as in picture /i/ as in pyramid /s/ as in scissors and whistle /o/ as in watch /sh/ as in station, musician and percussion Consolidation</p> <p>Common exception words: who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</p>

	MATHS	<p>Sorting up to 10 objects Count objects to 10 Count objects from a group of 10 Represent up to 10 objects Represent numbers to 10 Count forwards and backwards to 10 Count one more and one less for numbers within 10 Compare up to 10 objects Introduce <, > and = for numbers within 10 Compare numbers within 10 Order up to 10 objects Order numbers up to 10 Ordinal numbers The number line from 0 to 10 Introducing parts and wholes (single objects) Parts and wholes activity (groups of objects) Part-whole model (with images)</p>	<p>Introduce the addition symbol Fact families – addition facts Find numbers bonds for numbers within 10 Systematic number bonds for numbers within 10 Number bonds to 10 Comparing number bonds Addition – adding together Addition – adding more Addition – using bonds Subtraction – taking away – crossing out Subtraction – taking away – using the symbol Subtraction – finding a part Fact families – the 8 facts Subtraction – counting back Subtraction – finding the difference Comparing addition and subtraction statements Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Patterns with 3D and 2D shapes</p>	<p>Count forwards and backwards and write numbers up to 20 Introducing the numbers from 11 to 20 Understanding tens and ones Count one more one less up to 20 Compare groups of objects up to 20 Compare numbers up to 20 Order groups of objects to 20 Order numbers to 20 Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Add by making 10 Subtraction – not crossing 10 Subtraction – not crossing 10 (counting back) Subtraction – crossing 10 (counting back) Subtraction – crossing 10 Related facts</p>	<p>Compare number sentences Solving problems Counting to 50 by making 10s Recognition of numbers to 50 Count forwards and backwards within 50 Understanding tens and ones Represent numbers to 50 One more one less to 50 Compare objects within 50 Compare numbers within 50 Order numbers within 50 Count in 2s Count in 5s Compare lengths Compare heights Compare length and heights Measuring lengths (non-standard units) Measuring length</p>	<p>Introducing the ruler Measuring length Adding length problems Subtraction length problems Introducing weight and mass Measure mass Compare mass Weight and mass problems Introducing capacity and volume Measure capacity Compare capacity Count in 2s Count in 5s Count in 10s Make equal groups Add equal groups Make arrays Make doubles</p>	<p>Make equal groups - grouping Make equal groups – sharing Count to 100 by making tens Counting to 100 Count forward and backwards within 10 Introducing the 100 square Partitioning numbers to 100 Comparing numbers to 100 Order numbers to 100 One more one less up to 100 Recognising coins Recognising notes Counting in coins Understanding time language e.g. before and after Dates Time to the hour Time to the half hour Writing time Comparing time</p>
	SCIENCE	<p>Everyday Materials</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>Seasonal walks to Barnes Common.</p>	<p>Light and Dark and</p> <p>Identify different light sources, including the Sun; understand that darkness is the absence of light.</p> <p>Animal Man visit</p>	<p>Seasonal Change</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>Animals and humans</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>Trip to London Zoo.</p>	<p>Topic: Growing Plants</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>Sound and Hearing</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>

	<p>COMPUTI</p> <p>NG</p>	<p>e-safety - Learning how to stay safe online. (Smartie the penguin)</p> <ul style="list-style-type: none"> • What should we do if something goes wrong when using technology? • Who can we tell? <p>Key skills: recognise common uses of information technology beyond school; use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Basic mouse and keyboard skills – Code.org and Busythings</p> <p>Key skills: recognise common uses of information technology in school and beyond; name key parts of a computer; logging on; using a mouse and keyboard.</p> <p>Computer Science (Kidlo Coding – sequencing, debugging, loops)</p> <p>Key skills: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs.</p>	<p>Information Technology (j2e – j2write, j2paint)</p> <p>Key skills: use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Computer Science (J2code)</p> <p>Key skills: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs.</p>	<p>e-safety - Staying safe online</p> <ul style="list-style-type: none"> • What is personal information? • Understand Importance of keeping personal information private. • Who can we tell when concerned about content or being contacted? <p>Key skills: recognise common uses of information technology beyond school; use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Computer Science (Beebot app, Beetbots – robots)</p> <p>Key skills: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs</p>	<p>e-safety – Thinkuknow</p> <ul style="list-style-type: none"> • Sharing images • Who can we tell when concerned about sometime you have shared? Who can we tell when concerned about an image of you which has been shared? <p>Key skills: recognise common uses of information technology beyond school; use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>Information Technology (Digital Art - Hockney)</p> <p>Key skills: use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Computer Science (j2e - Logo)</p> <p>Key skills: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs</p>	<p>e-safety - Strangers online</p> <ul style="list-style-type: none"> • Why do we need to be careful when talking to strangers online? • Is everyone who they say they are? How can we tell? • Who can we tell when concerned about content or being contacted? <p>Key skills: recognise common uses of information technology beyond school; use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Computer Science (Busythings Coding)</p> <p>Key skills: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs</p>	<p>Computer Science (Code Monkey)</p> <p>Key skills: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs</p> <p>Information Technology (Book Creator)</p> <p>Creating books “All about Year 1” to read with the Reception children coming up to Year 1.</p> <p>Key skills: use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Adding and manipulating text Changing the background Adding new pages Using the iPad camera to take photographs Adding pictures to the book pages Adding pictures from the internet Inserting audio clips</p>
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FOUNDATION SUBJECT / LEARNING THEME	HISTORY	<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; looking at objects from the past.</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>		
	GEOGRAPHY	<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>Trip to Hampton Court or Syon House</p>		<p>Learning theme: Africa</p> <p>Content: Using maps to locate Africa; understanding that Africa is a continent, studying landscape, wildlife, homes and clothing of a variety of African countries.</p> <p>Key skills developed: Name and locate the world's seven continents and five oceans; to begin to understand human and physical features; understand geographical similarities and differences through studying a small area of the UK and a small area in Africa</p>
	DESIGN TECHNOLOGY	<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 & 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>ART</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 model houses using clay; study contemporary African art work; create designs linked to our school values; painting the clay houses.</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</p> <p>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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	PHYSICAL EDUCATION (INDOOR)	<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>
	PERSONAL, HEALTH, CITIZENSHIP & SOCIAL EDUCATION (PHCSE)	<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> <p>Values</p>
	RELIGIOUS EDUCATION	<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>Trip to the church</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: Hinduism (Cultural Day)</p> <p>What are the key beliefs and values towards animals in Hinduism?</p> <p>What are my own values?</p> <p>What can I learn from Hinduism?</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>	

