

Oldfield Primary School Curriculum Map Bumblebees: Year 1 -Cycle A

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Theme	Traditional Tales (Geography)	Castles (History)	Pets and Animals (Science)	Bears! (Geography)	Transport (History)	Seaside (Geography)
English Texts (see LTP)	<p>Traditional Tales Three Little Pigs</p>  <p>Percy the Parakeet: After the Storm (links to Autumn)</p> 	<p>Rapunzel</p>  <p>The Castle the King Built</p>  <p>Christmas stories/poetry</p>	<p>Owl babies</p>  <p>Tad - Benji Davis</p>  <p>Non-fiction writing</p>	<p>Little Bear's Spring Elli Woollard & Briony May Smith</p>  <p>Goldilocks and the three bears</p>  <p>Seasons poetry</p>	<p>Mrs Armitage on Wheels- Quentin Blake</p>  <p>Mr Gumpy's Motor Car</p>  <p>Non-chronological report on transport</p>	<p>The Storm Whale</p>  <p>What the ladybird heard at the seaside</p> 
Maths	<p>WRM - Year 1 SoL</p>  <p>Mental Arithmetic: -Saying numbers: to 100</p>	<p>WRM - Year 1 SoL</p>  <p>Mental Arithmetic: -Number bonds within 10 -Number bonds within 20</p>	<p>WRM - Year 1 SoL</p>  <p>Mental Arithmetic:</p>	<p>WRM - Year 1 SoL</p>  <p>Mental Arithmetic:</p>	<p>WRM - Year 1 SoL</p>  <p>Mental Arithmetic:</p>	<p>WRM - Year 1 SoL</p>  <p>Mental Arithmetic:</p>

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	<p>-Reading numbers: multiples of 10</p> <p>-Counting: Count from any number forwards and backwards in multiples of 1's and 2's</p> <p>-Add or subtract a single digit from a single digit without crossing 10</p>	<p>-Add or subtract a single digit to or from 10.</p>	<p>-Counting: Count from any number forwards and backwards in multiples of 2's and 10's</p> <p>-Doubling and halving 2digit multiples of 10 including half of 30, 50, 70 and 90.</p> <p>-Fact families - knowing that $2 + 8 = 8 + 2$</p> <p>-Begin to bridge through 10 and 20, when adding a single digit number.</p>	<p>-Add 9 to single-digit numbers by adding 10 and then subtracting 1 e.g. $9 + 4 = 10 + 4 = 14$ $14 - 1 = 13$</p> <p>-Recognise 2-digit multiples of 2, 5 and 10</p> <p>-Recap: Halve an even number of objects</p> <p>-Share 6,9,12 or 15 objects between three people.</p>	<p>-Count from any number forwards and backwards in multiples of 2's, 5's and 10's</p> <p>-Begin to recall the 2x tables in any order e.g. $2 \times 3 = 6$ $3 \times 2 = 6$</p> <p>-Recall double of all numbers to at least 20 and corresponding halves.</p> <p>-Add and subtract 1 digit to a number within 100 - mentally including bridging 10.</p> <p>-Add or subtract 10 from any 2digit number- i.e. $32 + 10 = 42$ 9recognising patterns and the digit that changes).</p>	<p>-Identifying near doubles, using doubles already know - i.e. $8 + 7$ is $7 + 7 + 1$ or $8 + 8 - 1$</p> <p>-Add/ subtract 9 to single-digit numbers by adding/subtracting 10 and then subtracting/adding 1</p> <p>-Doubles of all numbers to 20 - $7 + 7 = 14$ double 7 is</p> <p>-Share 8, 12, 16 or 20 between four people.</p> <p>-2 times table focus</p>
Science	<p>Everyday Materials</p> <p>Sc1/3.1a distinguish between an object and the material from which it is made</p> <p>Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Key Vocabulary: Object,</p>	<p>Seasons</p> <p>Sc1/4.1a Observe changes across the four seasons.</p> <p>Sc1/4.1b Observe and describe weather associated with the seasons and how day length varies.</p> <p>Key Vocabulary: change, winter, summer, spring, autumn. light, dark. time, weather.</p> <p>Scientific enquiry focus: observing over time. What happens to trees over time?</p>	<p>Animals including humans</p> <p>Sc1/2.2d Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (comparing humans and bears)</p> <p>Key Vocabulary: human, body, arm, leg, eyes, hands, shoulders, taste, smell, sight, touch, hear, senses</p> <p>Scientific enquiry focus: observing over time. How do our bodies change over time?</p>	<p>Animals including humans</p> <p>Sc1/2.2a Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Sc1/2.2b Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Sc1/2.2c Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Key Vocabulary: animal, fish, amphibian, reptile, bird, mammal, pet,</p>	<p>Plants</p> <p>Sc1/2.1a Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Sc1/2.1b Identify and describe the basic structure of a variety of common flowering plants, including tree</p> <p>Key Vocabulary: plant, stem, root, flower, wild, roses, daffodils, tulips, lilies, flowering, evergreen.</p> <p>Scientific enquiry focus: investigation/research. Which trees and flowers grow in our local area?</p>	<p>Animals including humans</p> <p>Identify land and sea animals and their homes. Classifying animals.</p> <p>Sc1/2.2a Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Key vocabulary: whale, dolphin, fish, jelly fish, crab, star fish., cod, salmon, mackerel, newt, toad, frog, sea turtle, seal, whale, otter, walrus, dolphin, gulls and gannets (sea birds)</p>

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	<p>material, wood, plastic, glass, metal, water, and rock, shiny/dull, hard/soft, waterproof/not waterproof; opaque/transparent</p> <p>Scientific enquiry focus: comparative and fair testing. Which material is best to build a house for the three little pigs?</p>			<p>carnivore, herbivore and omnivore, human</p> <p>Scientific enquiry focus: pattern seeking How are the teeth of an animal related to the type of food they eat?</p>		
History & Geography	<p><u>Geography</u></p> <p>Geographical skills and fieldwork Ge1/1.4d. use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</p> <p>Human and physical geography: use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest use basic geographical vocabulary to refer to key human features,</p>	<p><u>History</u></p> <p>Knowledge and Understanding of Events, People and Changes in the Past</p> <p>-Recognise some similarities and differences between the past and the present; -Identify similarities and differences between ways of life in different periods -Know and recount episodes from stories and significant events in history; -Understand that there are reasons why people in the past acted as they did -Describe significant individuals from the past.</p>	<p><u>Geography</u> Human and Physical Geography: Ge1/1.3a. To identify seasonal and daily weather patterns.</p>	<p><u>Geography</u> Geographical skills and fieldwork Ge1/1.4d. use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key;</p>	<p><u>History:</u> Chronological Understanding -Sequence artefacts and events that are close together in time; -Order dates from earliest to latest on simple timelines; Sequence pictures from different periods; Describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p><u>Geography</u></p> <p>Place Knowledge. Ge1/1.2a. 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 - (Australia)</p>

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	<p>including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Place knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, its surrounding seas.</p>	<p>Historical interpretation: -Start to compare two versions of a past event; -Start to use stories or accounts to distinguish between fact and fiction;</p> <p>Historical enquiry: observe or handle evidence to ask simple questions about the past;</p>			<p>Historical Interpretation: -Observe and use pictures, photographs and artefacts to find out about the past -Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>Historical enquiry: Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; Choose and select evidence and say how it can be used to find out about the past.</p>	
Art, D&T and Cooking	<p>DT Construction Build house for the three little pigs Use a range of materials to make models *Join appropriately for different materials and situations e.g. tape, glue *Investigate how structures can be made stronger</p>	<p>Art Printing Printing with different leaves, bark etc (links to Autumn). Use a variety of materials, e.g. sponges, fruit, blocks; Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</p>	<p>Art Painting Name the primary and secondary colours; Experiment with different brushes (including brushstrokes) and other painting tools; Mix primary colours to make secondary colours; Add white and black to alter tints and shades;</p>	<p>Art Collage Copy an original print; Use a combination of materials that have been cut, torn and glued; Sort and arrange materials; Add texture by mixing materials; Artist: Eric Carle</p>	<p>D&T - Vehicles *Use a range of materials to make models *Constructs using a lever and slider device *Join appropriately for different materials and situations e.g. tape, glue *Investigate how structures can be made stronger</p>	<p>DT Food Explain where in the world different foods originate from; Understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</p>

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Music	<p>Hey You!</p> <p>Mu1/1.1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Rhythm in the way we walk and Banana rap.</p> <p>Mu1/1.1</p> <p>Mu1/1.3 - listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.2 - play tuned and untuned instruments musically (Christmas Nativity)</p>	<p>In The Groove</p> <p>Mu1/1.1</p> <p>Mu1/1.2 - play tuned and untuned instruments musically (African instruments).</p>	<p>Round and Round</p> <p>Mu1/1.1</p> <p>Mu1/1.2</p>	<p>Your Imagination</p> <p>Mu1/1.1</p> <p>Mu1/1.4 - experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Reflect, Rewind and Replay.</p> <p>Mu1/1.1</p>
P.E	<p>Invasion Games</p> <p>To be able to catch a large ball.</p> <p>To roll a ball to an end target.</p> <p>To become increasingly competent and confident with their agility, balance and coordination.</p> <p>To be able to play a game following a set of rules.</p>	<p>Gymnastics (Travel)</p> <p>Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Straight jump Tuck jump Jumping jack Half turn jump Cat spring Bunny hop Front support wheelbarrow with partner Bunny hop Tiptoe, step, jump and hop Hopscotch Skipping Galloping</p>	<p>Running and Jumping</p> <p>Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible.</p>	<p>Dance (seasons)</p> <p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance</p>	<p>Gymnastics (Balance)</p> <p>Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control</p>	<p>Catching and throwing</p> <p>Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.</p> <p>Begin to perform learnt skills with some control. Engage in competitive activities and team games.</p> <p>Watch and describe performances. Begin to say how they could improve</p>

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			Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps.			
Computing	E-Safety Identify what things count as personal information; Identify what is appropriate and inappropriate behaviour on the internet; Agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; Seek help from an adult when they see something that is unexpected or worrying;	Parts of a computer Identify different parts of a computer Learn how to login to a computer	Multimedia, text and images Add text strings, text boxes and show and hide objects and images, manipulating the features; Use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;	Coding and programming: Give commands one at a time to control direction and movement, including straight, forwards, backwards, turn; Control the nature of events: repeat, loops, single events and add and delete features; Give a set of instructions to follow and predict what will happen; Improve/change their sequence of commands by debugging;		
R.E - See SACRE Agreed Syllabus	How can we make good choices?	How can we make good choices? How do we celebrate special events?	Which books and stories are important?	How and why do some people pray? How do we celebrate special events?	How and why do we care for others?	How and why do we care for others?
PSHE - See PSHE Association Spiral Curriculum	Me and My Relationships (SCARF)	Valuing Difference (SCARF)	Keeping Safe (SCARF)	Rights and Respect (SCARF)	Being My Best (SCARF)	Growing and Changing (SCARF)
Trips & visits		Pantomime Visit	Visits from different animals		Within the Woods	Whole School Trip