

KS1 Curriculum Map		
Topics:	Different Hats/ Plants Investigators	
Term	Curriculum Area	Y1
Summer Term A	Maths	<p>Multiplication and Division Counting in 2's, 5's and 10's Make equal groups-grouping Add equal groups Add equal groups-sharing Make arrays Make doubles</p> <p>Fractions Making a whole Find a half of a quantity Find a quarter of a quantity</p> <p>Position and Direction Describe turns Describe position</p> <p>Place Value Counting forwards and backwards within 100 Partitioning numbers Comparing and ordering numbers One more, One less</p> <p>Money Recognising coins and notes Counting in coins</p> <p>Time Time to the hour Time to the half hour Writing time comparing time</p>
	Literacy	<p>Phonics-RWI Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. Read accurately by blending sounds in unfamiliar words containing GPCs taught. Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. Read some phonically-decodable books, closely matched to phonic knowledge. Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.</p> <p>Handwriting- cursive long ladder letters</p> <p>Grammar –</p> <ul style="list-style-type: none"> • Punctuating sentences • Using 'and' to join two simple sentences. • Writing question sentences. • Suffixes – er/ed • Writing exclamation sentences. <p>Writing Summer 1</p> <ul style="list-style-type: none"> • A day in the life of...recount

	<ul style="list-style-type: none"> • Invitations and advertisements • Descriptive writing of crowns and tiaras • Cat in the hat – learn, recite then write own • Traditional tales • Speech and dialogue <p>Writing Summer 2</p> <ul style="list-style-type: none"> • Information texts • Leaflets and guides • Poetry • Posters • Information plaques
Science	<p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Ask simple questions and recognise that they can be answered in different ways</p> <p>Observe closely, using simple equipment performing simple tests</p> <p>Identify and classifying</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Gather and record data to help in answering questions.</p>
Computing	<p>Using the internet</p> <p>Word Processing – simple keyboard skills</p> <p>To be able to use two hands to type.</p> <p>To understand how to use one space between words.</p> <p>To use the shift key for capitals.</p>
History	<p>Castles</p> <p>To look at significant historical events (Queens platinum Jubilee)</p> <p>To know about significant historical events, people and places in their own locality (King Richard III)</p> <ul style="list-style-type: none"> • To find out who built the first castles in the UK and why. • To find out about UK castles that were built by the Normans. • To find out about the structure of medieval castles. • To find out about the people living in medieval castles. • To find out about how the common people were treated in medieval times. • To find out about how the Tower of London’s use has changed over time.
Geography	<p>Where do I live?</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the united Kingdom</p> <p>Use geographical vocabulary to refer to key physical and human features: beach, coast, sea, ocean, hill, season, farm, village, house harbour</p> <p>Use simple fieldwork and observational skills to study the geography of their school and local area</p> <ul style="list-style-type: none"> • To be able to name the seven continents of the world and locate the UK on a world map.

		<ul style="list-style-type: none"> • To be able to identify the countries and capital cities of the UK. • To be able to identify features and characteristics of the countries of the UK. • To explore the town we live in. • To be able to describe where you live.
RE	Who is Jewish and how do they live?	<ul style="list-style-type: none"> • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)
PE	<p>Skills – Striking and Fielding</p> <p>To develop underarm throwing and catching and put this into small sided games</p> <p>To develop overarm throwing</p> <p>To develop striking a ball with my hand and equipment</p> <p>To retrieve a ball when fielding</p> <p>To understand how to get a batter out</p> <p>To develop decision making and understand how to score</p> <p>Outdoor team games – Simple Cricket</p> <p>Rounders</p> <p>Kick and Hop it</p> <p>Football</p>	
Art		<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>To study Andy Goldsworthy and a range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links with their own work</p>
DT	Hats	<p>Design products that have a clear purpose and an intended user.</p> <p>Make products, refining the design as work progresses.</p> <p>Use software to design.</p> <p>Model ideas by making templates and mock ups.</p> <p>Use simple design criteria to develop their ideas. Use finishing techniques.</p> <p>Suggest how their products could be improved.</p> <p>Food – Fruit salad and vegetable salad</p> <p>Preparing fruit and veg’ – cooking and nutritional information</p> <p>Understand where food comes from (plants/animals) and that it has to be farmed, grown, and caught.</p>

	Music	Celebration music (link to Jubilee) Music Festival -Singing and Playing an Instrument
	PHSE	Economic Well-being Financial Capacity