



# Year 1 – Park House Medium Term Curriculum Map - Term 2.1 2022-2023



## ENTRY POINT

In A Day In The Life, students will learn about different occupations and what people do every day for work. Children will learn about the tasks, skills required and challenges that face each job. They will take on the role of others in role play areas and practice their skills. They will hear from professionals and be able to ask questions about their occupations.

## Number and Place Value (within 20)

- count to ten, forwards and backwards, beginning with 0 or 1 or from any given number.
- count, read and write numbers to 10 in numerals and words.
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
- 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
- given a number, identify one more and one less
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- count to and across 100, forwards and backwards, beginning with 0 or 1, for from any given number
- read and write numbers from 1 to 20 in numerals.
- count to fifty, forwards and backwards, beginning with 0 or 1, from any given number.
- read and write numbers from 1 to 20 in numerals and words.
- count to twenty, forwards and backwards, beginning with 0 or 1, from any given number

## Number: Addition and Subtraction (within 20)

- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- add and subtract one-digit and two-digit numbers to 20, including zero
- represent and use number bonds and related subtraction facts within 20
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = ? -$

## IPC

### International

- 1.02 Be able to identify similarities and differences between the lives of children from different countries
- 1.05 Understand the need to contribute to shared responsibilities
- 1.06 Understand that people have an impact on the places that they visit
- 1.08 Be able to connect actions and consequences
- 1.11 Understand that the human race is diverse
- 1.12 Know that individuals belong to different groups (e.g. family, school, nation)
- 1.13 Understand why we have rules for specific groups/places

### Geography

- 1.11 Be able to describe geographical features of the host country
- 1.12 Know about similarities and differences between localities including places of significance
- 1.13 Be able to justify views and opinions about the local environment

### History

- 1.01 Be able to formulate questions about objects from the past
- 1.03 Be able to select and record relevant information about the past
- 1.07 Be able to order events and objects chronologically

## ENGLISH

### Word Reading

- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

### Reading Comprehension

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Participate in discussion about what is read to them, taking turns and listening to what others say

### Writing Transcription

- Naming the letters of the alphabet in order
- Words containing each of the 40+ phonemes already taught
- Common exception words
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### Writing Composition

- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Saying out loud what they are going to write about

### Grammar

- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Joining words and joining sentences using 'and'

# A Day in the Life

(5 Weeks)

## PSHE / PERSONAL LEARNING GOALS

Dreams and Goals  
Aspirations, how to achieve goals and understanding the emotions that go with this

## TRIPS

Kidzania

## EXIT POINT

What I want to be when I grow up – Children will come to school dressed as what they would like to be when they grow up. They will share their thoughts with their peers and ask each other questions about their future.



## ENTRY POINT

The children will go on a walk around a chosen area of the school. Each child will have a clipboard with a sheet with three columns, headed Colour, Shape and Line. They will take notes on what they notice in each of the categories as they walk around the area, looking at stairs, corridors, displays, floor tiles etc. Examples for each may include red, beige (colour), rectangle, circle (shape) or diagonal/zig-zag (line). This will guide their eye and focus their attention for the coming unit, breaking it down into both manageable and specific parts. Once the walk is complete, classes will come together and discuss the observations.

## IPC

**Art**

- 1.02 Be able to demonstrate a specific technique
- 1.03 Be able to create an original artwork to serve a given purpose using given media
- 1.05 Understand that our own experiences can provide inspiration for original artwork
- 1.06 Be able to experiment and play with a variety of materials, techniques and technologies
- 1.07 Be able to select materials and techniques when creating and give reasons for their choices
- 1.08 Know about line and colour
- 1.10 Know that there are different types of visual art
- 1.11 Understand that artists get inspiration from different places

## ENGLISH

**Spoken Language**

- Give well-structured descriptions and explanations
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Gain, maintain and monitor the interest of the listener(s)

**Word Reading**

- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

**Reading Comprehension**

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Making inferences on the basis of what is being said and done

**Writing Transcription**

- Words containing each of the 40+ phonemes already taught
- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words
- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

**Grammar**

- Leaving spaces between words
- Use the grammatical terminology in Appendix 2 in discussing their writing.

## MATHEMATICS

**Measurement – Length/Height & Weight and Volume**

- measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)
- 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] time [for example, quicker, slower, earlier, later]

**Number and Place Value (within 50)**

- count to ten, forwards and backwards, beginning with 0 or 1 or from any given number.
- count, read and write numbers to 50 in numerals and words.
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
- 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
- given a number, identify one more and one less
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
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- read and write numbers from 1 to 20 in numerals.
- count to fifty, forwards and backwards, beginning with 0 or 1, from any given number.

# Art: Colour

## (5 Weeks)

## PSHE / PERSONAL LEARNING GOALS

Healthy Me  
Being and keeping safe and healthy  
Making healthy food choices  
Making friendships  
How to keep calm and deal with difficult situations

## TRIPS

No trips for this unit of IPC

## EXIT POINT

Art Gallery: Children will set up an art gallery to showcase the works of art they have made throughout the unit. Parents will be invited to participate and view the hard work the children have done, and the skills acquired during this unit of study.