



Year 1 - PHES Medium Term Curriculum Map - Term 2.1 2021-2022



ENTRY POINT

For the entry point, tell the children they are going to turn their classroom into a winter/arctic habitat. Invite the children to draw what they think of as being an arctic habitat. Ask the class if anyone has ever visited somewhere cold and snowy. If so, ask them what they saw there. What kinds of plants and animals did they see? Can they name any? Refer to the children's drawings. Make a list of some common forest plants and animals on the board from the children's responses.

IPC

International

1.05 Be able to work with each other where appropriate

Science

- 1.02 Be able to pose simple scientific questions
- 1.03 Be able to identify ways of finding out about scientific issues
- 1.04 Be able, with help, to conduct simple investigations
- 1.05 Be able, with help, to gather information from simple texts

Technology

- 1.02 Be able to plan what they are going to make
- 1.03 Be able to describe their plans in pictures and words
- 1.04 Be able to use simple tools and materials to make products
- 1.06 Be able to comment on their own plans and products and suggest areas of improvement

ENGLISH

Spoken Language

Give well-structured descriptions and explanations. Gain, maintain and monitor the interest of the listener(s).

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'

MATHEMATICS

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 $7 = ? -$

SPRING 2.1

THE EARTH OUR HOME (5 WEEKS)

PSHE / PERSONAL LEARNING GOALS

Dreams and Goals

- Setting goals
- Identifying successes and achievements
- Learning styles
- Working well and celebrating achievement with a partner
- Tackling new challenges
- Identifying and overcoming obstacles
- Feelings of success

TRIPS

Museum of Islamic Art (MIA) and Park

EXIT POINT

Children to be working on a home project to create a box depicting a habitat that includes trees and plants, animals, etc. Children are to bring their projects to school and present them to the class. They are expected to explain and gather information about their chosen habitat, describe what it looks like and what can be found there.



Year 1 - PHES Medium Term Curriculum Map - Term 2.2 2021-2022



ENTRY POINT

Discuss as a class, the kinds of clothes their toys could wear. Think about historical costumes, uniforms (police, fire, doctors), traditional costumes (Japanese kimono), bridal gowns (from different religions), sports gear, fancy dress, and so on.

The following video provides a useful starting point:

[youtube.com/watch?v=jqEFhR52cLk](https://www.youtube.com/watch?v=jqEFhR52cLk) – YouTube hosts this video of an 8-year-old girl making a simple dress for her doll.

IPC

Art

- 1.02 Be able to use a variety of materials and processes
- 1.03 Be able to suggest ways of improving their own work
- 1.04 Be able to comment on works of art

Geography

- 1.07 Be able to use geographical terms
- 1.12 Be able to use secondary sources to obtain simple geographical information
- 1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways

History

- 1.04 Be able to use key words and phrases relating to the passing of time
- 1.05 Be able to order events and objects into a sequence
- 1.06 Be able to identify differences between their own lives and those of people who have lived in the past
- 1.07 Be able to find out about aspects of the past from a range of sources of information

International

- 1.04 Be able to respect one another's individuality and independence
- 1.05 Be able to work with each other where appropriate

Science

- 1.02 Be able to pose simple scientific questions
- 1.03 Be able to identify ways of finding out about scientific issues
- 1.04 Be able, with help, to conduct simple investigations

Technology

- 1.02 Be able to plan what they are going to make
- 1.03 Be able to describe their plans in pictures and words
- 1.04 Be able to use simple tools and materials to make products
- 1.06 Be able to comment on their own plans and products and suggest areas of improvement

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.

Writing Composition

Composing a sentence orally before writing it. Re-reading what they have written to check that it makes sense.

Grammar

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

SPRING 2.2

ALL DRESSED UP (4 WEEKS)

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]

PSHE / PERSONAL LEARNING GOALS

Healthy Me

- Keeping myself healthy
- Healthier lifestyle choices
- Keeping clean
- Being safe
- Medicine safety/safety with household items
- Road safety
- Linking health and happiness

TRIPS

Museum of Islamic Art (MIA) and Park

EXIT POINT

Now the children are going to bring together everything they have learned about clothes while working on this unit to create an extravaganza of hats!

In science, they learned about choosing the best fabrics for clothes, in art they looked at design and pattern making, and in technology, they learned how to weave their own fabric and make clothes for their toys. Now they need to bring together this knowledge and apply it to hat-making.

As a finale, the children could parade in their hats around the school or you could invite the parents to a catwalk show where the children can show off their hats, talk about the design and creative process involved in making them and display their work from the rest of the unit.