



# Year 1 - Medium Term Curriculum Map - Term 1.1 2023-2024



## ENTRY POINT

Relaxation lounges in classrooms

## IPC

Health and Wellbeing:

- 1.06 Be able to follow strategies for managing a range of social situations
- 1.15 Be able to apply metacognitive strategies to improve their own learning

International:

- 1.02 Be able to identify similarities and differences between the lives of children from different countries
- 1.07 Be able to articulate how they should be making a contribution to positive change

## 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:

- Apply phonic knowledge and skills as the route to decode words
- 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:

- Becoming very familiar with key stories, fairy stories and traditional tales.
- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Making inferences on the basis of what is being said and done

Writing Composition:

- Composing a sentence orally before writing it
- Saying out loud what they are going to write about

## MATHEMATICS

Review of Maths objectives from Reception:

- Have a deep understanding of numbers to 10, including the composition of each number
- Subitise up to 5
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts
- Automatically recall number bonds to 10, including double facts
- Compare quantities up to 10 in different contexts
- Explore and represent patterns within numbers up to 10

Number and Place Value (within 10):

- 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
- Identify and represent numbers using objects and pictorial representations beginning with 0 or 1, for from any given number
- Read and write numbers from 1 to 50 in numerals.
- Count to fifty, forwards and backwards, beginning with 0 or 1, from any given number
- Read and write numbers from 1 to 10 in numerals and words.
- Count to ten, forwards and backwards, beginning with 0 or 1, from any given number

## BRAINWAVES (2 weeks )

## IF YOU ARE HAPPY AND YOU KNOW IT (5 weeks )

## PSHE / PERSONAL LEARNING GOALS

### Being Me in My World

- Feeling special and safe
- Being part of a class
- Rights and responsibilities
- Rewards and feeling proud
- Consequences

## TRIPS

No trips planned for this term – children will be exploring their new classrooms and settling into Year One.

## EXIT POINT

Wellness retreat in classrooms



# Year 1 - Medium Term Curriculum Map - Term 1.2 2023-2024



## 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

### Number: Addition and Subtraction (within 10):

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Add and subtract one-digit and two-digit numbers to 10, including zero
- Represent and use number bonds and related subtraction facts within 10

### Geometry and Shape:

- Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

### Number and Place Value (within 20):

- Count to 20, forwards and backwards, beginning with 0 or 1 or from any given number.
- Identify and represent numbers using objects and pictorial representations beginning with 0 or 1, for 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.