



# Year 1 - Medium Term Curriculum Map - Term 2.1 2023 - 2024



## ENTRY POINT

Myths and Legends: Discuss and explore two stories from the UK. Children to identify which is a myth and which is a legend.

Loch Ness Monster (Scotland)

Robin Hood (England)

## 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

### 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

## IPC

### History

- 1.1. Know stories about a range of people who have lived in a variety of cultures in the past
- 1.2. Know about a range of events that have happened in the past
- 1.3. Be able to ask and answer questions about the past
- 1.4. Be able to use key words and phrases relating to the passing of time
- 1.5. Be able to order events and objects into a sequence
- 1.6. Be able to identify differences between their own lives and those of people who have lived in the past
- 1.7. Be able to find out about aspects of the past from a range of sources of information
- 1.8. Be able to communicate their historical knowledge and understanding in a variety of ways
- 1.10. Understand that the past is represented in a variety of ways

### International

- 1.1. Know that children within the class and school have different home countries
- 1.2. Know the names and approximate locations of the home countries of children within the class (and/or school)
- 1.3. Know about some of the similarities and differences between the lives of children in the different home countries and in the host country

### ILearn 2 – ICT

Year 1 Text and Images – Pupil Code TW24 or J8W5

# THE STORIES PEOPLE TELL ( 5.5 Weeks)

## PSHE / PERSONAL LEARNING GOALS

### Celebrating Difference

- Similarities and differences
- Understanding bullying and knowing how to deal with it
- Making new friends
- Celebrating the differences in everyone

## TRIPS

N/A

## 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

- Discussing the significance of the title and events
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far

### Writing Transcription

- Words containing each of the 40+ phonemes already taught
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place

### Writing Composition

- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense

### Grammar

- Leaving spaces between words
- Joining words and joining sentences using 'and'
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

## EXIT POINT

The Stories People Tell Us – Performance

The children will perform a story that they have been exploring from around the world.



# Year 1 - Medium Term Curriculum Map - Term 2.2 2023 - 2024



## ENTRY POINT

Children bring a stuffed animal (toy) of choice and share information about their habitat. (Fact file – 3 facts)

e.g Panda

- Live mainly in temperate forests high in the mountains of southwest China.
- They subsist almost entirely on bamboo, and must eat around 26 to 84 pounds of it every day
- They may climb as high as 13,000 feet to feed on higher slopes in the summer season.

## MATHEMATICS

### Number and Place Value (within 50)

- 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 50 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
- 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.

### Measurement - Length and Height

- Compare length and height
- Measure length using objects
- Measure lengths in centimetres

### Measurement - Mass and Volume

- Heavier and lighter
- Measuring and comparing mass
- Full and empty
- Compare volume
- Measure and comparing capacity

## 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

### ILearn 2 – ICT

Year 1 3D design – Pupil Code DQW3

## 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
- Re-read these books to build up their fluency and confidence in word reading
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- 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
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Learning to appreciate rhymes and poems, and to recite some by heart

### Writing Transcription

- Words containing each of the 40+ phonemes already taught
- Apply simple spelling rules and guidelines
- 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

- Sequencing sentences to form short narratives
- Read aloud their writing clearly enough to be heard by their peers and the teacher

# THE EARTH OUR HOME (7.5 Weeks)

## PSHE / PERSONAL LEARNING GOALS

### Changing Me

- Life cycles – animal and human
- Changes in me
- Changes since being a baby
- Differences between female and male bodies (correct terminology)
- Linking growing and learning
- Coping with change
- Transition

## TRIPS

Cinema

Trip to the beach for the clean-up (TBC)

## EXIT POINT

Children to complete a home project to create a box representing 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.