



Year 1 - Medium Term Curriculum Map - Term 3 2023 - 2024



ENTRY 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 ideas and record a video.

MATHEMATICS

Multiplication and Division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Position and Direction

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Place value within 100

Measurement - money

- recognise and know the value of different denominations of coins and notes

Measurement - time

- tell the time to the hour and half past the hour

EXIT POINT

Trip to Kidzmondo

IPC

D&T

- 1.01 Know that design is driven by a purpose
- 1.05 Be able to explore ways of constructing parts of a design
- 1.06 Be able to produce a final design and proposal
- 1.07 Be able to list materials and tools needed for production
- 1.10 Be able to compare their design and product explaining any differences

Geography

- 1.04 Be able to sort, group and classify data

History

- 1.03 Be able to select and record relevant information about the past
- 1.07 Be able to order events and objects chronologically
- 1.08 Be able to suggest reasons for change
- 1.09 Be able to identify results/consequences of historical events

International

- 1.07 Be able to articulate how they should be making a positive contribution to positive change

ENGLISH

Word Reading

- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- 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
- 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
- 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 (8 Weeks)

PSHE / PERSONAL LEARNING GOALS

Healthy Me

- Being healthy
- Healthy choices
- Clean and healthy
- Medicine safety
- Happy healthy me

TRIPS

Kidzmondo