

# Year 1 Curriculum Map

Excalibur's curriculum drivers are embedded throughout our teaching

Aiming High

Culturally Aware

Resilient

Enquiring

Respectful

## English, Communication and Languages

### As writers, we will:

- Have an increasing awareness of capital letters, finger spaces and full stops when recording simple sentences
- Use simple sentence structures (which may often be repetitive)
- Write lower case letters in the correct direction, starting and finishing in the right place.
- Spell some words containing previously taught phonemes correctly
- Spell some common exception words accurately
- Record own ideas to retell a familiar story using short, simplistic sentences

### As readers, we will:

- Apply phonic knowledge to decode regular words.
- Read and understand simple sentences
- Listen whilst others read and show understanding of what has been heard
- Retrieve information and share our ideas
- Check that a text makes sense and begin to self-correct.
- Reread own writing aloud to check that it makes sense

### As linguists, we will:

- Make predictions
- Share our thoughts and feelings
- Explore and use new vocabulary
- Talk about our favourite part of a story
- Tell our own stories

## The Arts and Design

### As artists, we will:

- Experiment with paint, using a wide variety of tools to apply paint to a range of surfaces.
- Begin to explore colour mixing
- Describe similarities and differences between practices in art and design
- To explore plaiting, threading and knotting techniques
- To combine techniques in a woven artwork

### As designers, we will:

- Follow design criteria to meet the needs of a user
- Make a stable structure
- Make functioning sails that attach to the supporting structure
- Improve our windmill

### As musicians, we will:

- Learn that music is made up of high and low and long and short sounds
- Listen to and learn about many different styles of music
- Enjoy dancing and learning about the songs
- Play classroom percussion instruments with the songs we learn to sing
- Begin to explore improvisation
- Compose and create their own sounds and melodies

## Mathematics

### As mathematicians, we will learn to:

#### Multiplication and division

- Count in 2s, 5s, and 10s.
- Recognise equal groups.
- Add equal groups.
- Make arrays.
- Make doubles.
- Make equal groups – grouping/sharing.

#### Fractions

- Making and finding a half.
- Making a whole.
- Making and finding a quarter

#### Positional and directional

- Describe turns.
- Describe position (left, right, forwards, backwards, below and above.)
- Ordinal numbers.

### Place Value (within 50 & 100)

- Count to 50 and then 100.
- Tens to 50 and then 100.
- Partition into tens and ones.
- Use a numberline to 50 and then 100.
- 1 more, 1 less.
- Compare numbers with the same number of tens.
- Compare any two numbers.

### Money

- Unitising.
- Recognise coins and notes.
- Count in coins.

### Time

- Days/months/hours/minutes/seconds.
- Tell the time to the hour/half hour.

Summer 2024-25

Miss Taylor and Mrs Thompson

## Humanities and Religious Education

### As geographers, we will:

- Give examples and identify human and physical features on a walk and using an aerial photo.
- Name the continent they live in.
- Use an atlas to locate the UK, China, Europe and Asia on a world map.
- Identify China's physical and human geography and physical and human features in images of Shanghai.
- Sort physical and human features using photographs..
- Compare Shanghai to their locality.
- Identify similarities and differences between human and physical features.

### As historians, we will:

- Learn what Grace Darling did that made her famous and why we still remember her today.
- Think about why Grace did what she did.
- Investigate whether Grace carried out the rescue on her own.
- Consider how we know about what Grace did even though it happened so long ago
- Learn about how sea rescue improved after Grace's rescue.
- Consider how we should remember Grace today.

### As theologians, we will:

- Recognise what some stories about Muhammad tell us about looking after the world and express why stewardship is important to some Muslims.
- Identify why people who believe in ahimsa may think it is important to look after all living creatures.
- Identify reasons why it is important to care for the world.
- Suggest reasons why people might celebrate a new baby.
- Identify reasons why some Muslim people welcome a new baby with Adhan.
- Recognise the key parts of Aqiqah and why these are important to some Muslim people.
- Identify the important parts of Jatakarma and why these are important to some Hindu people

## Physical Health and Well-being

### As sports people, we will:

- Develop fundamental skills, following same programme as EYFS but challenging and honing skills, beginning to show more advanced application of skills.
- Master basic movements including running, jumping, throwing and catching.
- Perform simple dances using simple movement patterns.
- Develop pupils knowledge of how they can use their body to maximise performance with regards to athletic tasks

### As citizens we will:

- Explore the reason behind having classroom rules
- Understand basic first aid
- Explain the importance of looking after things that belong to themselves or others.
- To recognise who cares for and looks after the school environment
- To explore the importance of looking after money and saving money.



## Science and Technology

### As scientists, we will learn about:

- Observing changes across the four seasons
- Observing and describe weather associated with the seasons and how day length varies.
- Naming, describing and comparing plants, trees and their parts.
- Naming and sorting some common fruit and vegetable plants.

### As computer scientists, we will:

- Introduction to animation
  - Design and program the movement of a character on screen to tell stories
- Digital writing:
  - Use a computer to create and format text, before comparing to writing non-digitally.