## Springhill Catholic Primary School - Year 1 Curriculum Map 2023-24

This planner is our aim for the year, however the themes/topics shown may change according the children's needs and interests.

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
RE	Creation	Prayers, Saints and Feasts	Christmas	Lent	Easter	Pentecost and Mission		
	The Rosary	Advent	Revelation	Holy Week	Pentecost and Mission	Sacraments		
Other faiths	Judaism (praise)	Islam (prayer)	Sikhism (Guru Nanak)	Sabbath (multi-faith)	Hinduism (Diwali and the s	tory of Rama and Sita)		
British Values	British Values Overview What are the 5 British Values?	Tolerance and Respect	Individual Liberty	Tolerance and Respect	Rule of Law	Democracy		
			· · · · · · · · · · · · · · · · · · ·	ding and writing)				
	Phonics teaching incorporates both reading and spelling; however, reading ability is almost always ahead of spelling ability. As such, children will revise sounds that they can read but with a focus on spelling. Below the order of sounds teaching is set out. This is a guide and each group's teaching will be based on assessment of what they already know and any gaps in previous learning.							
Phonics (may be	Phase 5a	Phase 5a	Phase 5 (b)	Phase 5 (b)	Phase 5 (c)	Phase 5 (c)		
taught in	Revise phase 4	a_e	soft c 'ce'	ge	ie (ee as in chief)	eigh		
different	adjacent consonants	ie	soft c 'ci'	dge	ion	kn		
order based	ay	i_e	soft c 'cy'	ea (e as in head)	tion	wr		
on AfL)	y (try)	oe oe	ice	ou (oo as in soup)	sion	mb		
	ou	o_e	ace	ui (build)	ure ('shure')	gn		
	ea	ore	tch	gi	ure ('chure')	sc		
	oy	e_e	au	u (oo as in put)	ure ('zhure')	que (unique)		
	ir	ew	augh	ch (k as in echo)		ci (sh as in special)		
	a_e	ue	i (find)	o (u as in work)		tial (sh as in initial)		
		u_e	o (old) wa	ch (sh as in machine)		ious		
		wh	ph	ou (oa as in mould)		al		
		ow	aw	u (yoo as in unit)				
		ey	ui (oo as in juice)					
Reading	Apply phonic knowledge to decode words (level of texts progresses throughout the year) Read with appropriate intonation and expression. Retell some familiar stories that have been read, becoming very familiar with key stories, fairy stories and traditional tales. Check that the text makes sense. Listen to stories, poems and non-fiction that cannot yet be read independently. Discuss word meanings. Reading comprehension with a short text and retrieval questions.							

	The Smartest Giant in Town	Pumpkin Soup (Helen Cooper)	I'm in Charge (Jeanne Willis)	Tiddler (Julia Donaldson)	Meerkat Mail (Emily Gravett)	The Emperor's Egg (Martin Jenkins)		
	(Julia Donaldson) The Giant Jam	Where the Wild Things are (Maurice Sendak)	The Snail and the Whale (Julia Donaldson)	The Wawel Dragon (Justyna Majewska)	Billy and the Beast (Nadia Shireen)	The Invisible (Tom Percival)		
	Sandwich (Janet Burroway and	The Gruffalo's Child	The Princess and the Peas	Can't you sleep, Little	Funnybones	The Name Jar		
	John Vernon Lord)	(Julia Donaldson)	(Cary Hart)	Bear? (Martin Waddell)	(Alan Ahlberg)	(Yangsook Choi)		
	How to be a Viking (Cressida Cowell)	Lost and Found (Oliver Jeffers)	Alfie – Alfie's Feet (Shirley Hughes)	Ruby's Baby Brother (Kathryn White)	The Singing Mermaid (Julia Donaldson)	Frockodile (Jeanne Hanson)		
	Burglar Bill (Allan and Janet	Farmer Duck (Martin Waddell)	The Emperor of Absurdia (Chris Riddell)	The Toucan Brothers (Tor Freeman)	The Swirling Hijab (Na'iam Robert)	The Wonder (Faye Hanson)		
	Ahlberg) Six Dinner Sid	The Jolly Christmas Postman	I Love my Hair (Natasha Tarpley)	The Lion Inside (Rachel Bright)	The Two Stubborn Pirates (Oakley Graham)	Paddington at St.Paul's (Michael Bond)		
	(Inga Moore)	(Allan and Janet Ahlberg)						
	Owl Babies (Martin Waddell)							
	<u>Poetry</u>	<u>Poetry</u>	<u>Poetry</u>	<u>Poetry</u>	<u>Poetry</u>	<u>Poetry</u>		
	A Baby Sardine (Spike Milligan)	Night Comes (Betrice Schenk de Regniers)	The Tiger (Edward Lucie-Smith)	The Monster Under Your Bed (Clare Bevan)	l've Got a Cold (Roger McGough)	Brother (Mary Ann Hoberman)		
Writing	-structured sentences: 'I can see', 'This is a',	-capital letters and full stops	-retell -openers	-retell -character description	-retell -character description	-retell -diary entry		
	'Here is a' -capital letters and full	-letter formation	-letter formation	-diary entry AA -openers	-diary entry -conjunctions: 'and', 'but',	-character description -conjunctions: 'and', 'but',		
	stops -letter formation			-letter formation	'because' -letter formation	'because' -letter formation		
	Simple sentences/ retell simplified	Retell simple stories: Rosie's Walk	Retell: The Nativity	Retell: Farmer Duck	Retell: Hansel and Gretel	Retell: Lost and Found		
	stories:	The Enormous Turnip	Little Red Riding Hood	The Magic Porridge Pot	The Tiger who came to	After the Storm – Percy the		
	Meg in the forest The Smartest Giant in	The Three Little Pigs  A The Jolly Postman	Class Three at Sea  A The Ugly Duckling	Zacchaeus  A The Hare and the	Tea  A The Three Billy Goats	Park Keeper  A Jack and the Beanstalk		
	Town	·	A The Good Samaritan	Tortoise	Gruff			
	Dear Zoo Class Three at Sea							
	A Whatever Next!		Moths (montal/sus) a	t the start of each lesser				
		Maths (mental/oral at the start of each lesson)						

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	- count to 35/45/55	- count to 65/75 forwards	- mentally add 2/3 to any	- count to 100 forwards	- double numbers to 10	- one more/one less to 100		
	forwards and	and backwards	number to 50	and backwards	- ordinal numbers	- mentally add 2/3 to any		
Maths	backwards	- count in tens forwards	- count to 100 forwards	- name and describe	- continue pattern	number to 100		
	- sequence events in	and backwards	- count in twos starting at 0	properties of common 2d		- mentally add any 1-digit		
	order	- name and describe	- count in twos starting at 1	shapes including irregulars		number to 2-digit number		
	- days of the week	properties of common 2d	- count in fives	(pentagon, hexagon and		to 100		
	- months of the year	shapes in different		octagon)				
		orientations (square,						
		rectangle, circle, triangle)						
	Place Value to 20: 4	Place value to 50: 3 weeks	Place Value/Measure: 2	Place Value/ Measure: 2	Measure 1 week	Addition/Subtraction: 3		
	<u>weeks</u>	- count to 50 forwards and	<u>week</u>	<u>weeks</u>	-recognise the value of	<u>weeks</u>		
	- count to 20 forwards	backwards	- count in tens	- count in twos (even)	different coins and notes	- add 2-digit number and 1-		
	and backwards	- read and write numbers	- measure using standard	-count in twos (odd)		digit to 100 (not crossing		
	- read and write	to 50 in numerals	units	- measure (standard units)	Addition/ Subtraction 2	ten)		
	numbers to 20 in	- one more/one less to 50	- record lengths and heights		<u>weeks</u>	- add multiples of ten to		
	numerals	- number sequences to 50	(language)		- add/subtract 2/3 to 100	other multiples of 10 (using		
	-one more/one less to	-order numbers	- compare heights/ weights		mentally (incl crossing	number bonds)		
	20		(language)	Place Value/ Measure: 1	tens)	-add multiples of ten to any		
	- number sequences to	Addition/ Subtraction: 3		<u>week</u>		2-digit number		
	20	<u>weeks</u>	Place Value: 1 week	- count in fives	Division 1 weeks			
	-order numbers	- number bonds to 5	-represent 2-digit number		-make equal groups	Place Value to 100: 1 week		
	- use language of <i>equal</i>	- Recap part part whole	(tens only) with equipment		(sharing)	-estimate values on number		
	to, more than, less	- language of addition and	-represent 2-digit numbers		-make equal groups	line to 100		
	than, most, least and	subtraction	to 50 with equipment	Place Value to 100: 2	(grouping)			
	symbols < = >	- missing number		<u>weeks</u>	(grouping)			
			Addition/ Subtraction 2	- count to 100 forwards		Fractions – 1 week		
	Addition/ Subtraction:		<u>weeks</u>	and backwards	Measure – mass and	-whole, half, quarter of		
	3 weeks	Addition/ Subtraction: 1	- number bonds to 10	-read and write numbers	volume 1 week	shapes		
	-equals/addition/	<u>week</u>	-missing number	to 100 in numerals	-heavier and lighter	-whole, half, quarter of		
	subtraction signs and	-add/subtract 2-digit	-link to bigger numbers	-one more/one less to 100	-measure mass	numbers		
	concepts	number and 1-digit	-link to adding tens to make	-number sequences to	-compare mass	Hullibers		
	Part part whole	number (to 50) on number	100	100)	-compare mass	3D shape – 1 week		
	-add and subtract two	track		-order numbers				
	1-digit numbers		Multiplication: 2 weeks			- describe properties of 2d		
	-add subtract within 20		-Double numbers to ten	Shape: 1 week		shapes (sides, vertices,		
	(number track)		-recognise equal groups	- describe properties of 2d		corners)		
	,		-Add equal groups	shapes (sides, vertices,				
			Add equal groups	corners)				
				,				
Science			Seasonal	Changes (P)				
Science	Using both the school gr	ounds and Southampton Com-	mon, seasonal changes will be o		will involve charting tempera	ture and rainfall and		
				rea acress the year. This	arrorre cirar ting tempera	ca. c and rannan, and		
	sketching changes of the same area throughout the seasons.  Animals including hymons (R)							

Animals including humans (B)

Plants (B)

Everyday materials (C)

- What are the parts of the human body called? - Use sense of touch to describe materials - What are the properties of different materials? - Which different materials are used for houses? - How are materials chosen for objects? - How can we waste less paper? - How and we waste less paper?  - What are the body parts of different animals called? - How do make objects of different animals called? - How do make objects of different materials? - What are the body parts of different animals called? - How do make objects of different animals called? - How do make objects of different animals called? - How do make objects of different animals encounter as the body parts of different animals called? - How do make objects of different animals encounter as the body parts of different animals called? - How do make objects of different animals encounter as the body parts of different animals encounter as the body parts of different animals called? - How do make objects of different animals encounter as the body parts of different animals encounter as the body parts of different animals encounter as the body parts of different animals called? - How do make objects of a butterfly?  - What are the body parts of different animals encounter as thool - Topic enrichment with animal encounter as thool - This unit introduces pupils to data and information This unit introduces pupils to data				T			11.00
- Use sense of touch to describe materials - What are the properties of different materials? - Which different materials are used for houses? - How are materials chosen for objects? - How can we waste less paper? - How do animals use their body parts? - What is the life cycle of a butterfly?  Computing  Computing systems and networks — Technology around us can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.  Computing with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.  Computing with a component of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.  Computing with a consider how to use technology around use that knowledge to start preferences when painting with, and use of digital devices.  Computing with a consider how to use technology around use that knowledge to start preferences when painting with, and without, the use of digital devices.  Computing with a consider how to use technology around use that knowledge to start preferences when painting with, and without, the use of digital devices.  Computing with a consider how to use technology around use that knowledge to start preferences when painting with, and without, the use of digital devices.  Computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.  Computer by developing their keyboard and begin using tools to change the boljects are grouped. The unit is paced to command does and use that knowledge to start preferences when painting with, and without, the use of digital devices.  Computing with a different groups, based on the programming and builds knowledge to start preferences when painting with, and without, the use of digital devices.  Computing with the different groups be		•					
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- Which different materials are used for houses? - How can we waste less paper?  - How can we waste less paper?  - How can we waste less paper?  - How do animals use their body parts? - What is the life cycle of a butterfly?  - What are deciduous and evergreen tees?  - What are dec							
- How are materials chosen for objects? - How can we waste less paper?  - How do animals use their body parts? - What is the life cycle of a butterfly?  Topic enrichment with animal encounter at school  Computing systems and networks— Technology around us Develop your learners? - Technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.  Geography  Lix and our school (fieldwork) - Waster (Segraphy)  - How do animals use their body parts? - How do animals use their body parts? - What is the life cycle of a butterfly?  Topic enrichment with animal encounter at school  Programming A — Moving a forby This unit introduces learners to daria and information. This unit introduces learners will earners using individual commands, both with other learners and as part of a computer program. They will begin by using a labeling these groups. Pupils will demonstrate that they can collect a first preferences when painting with, and without, the use of digital devices.  The will device a since the program search floor of the first preferences when an and builds knowledge in a structured manner, Learners and as part of a computer by developing their preferences when painting with, and without, the use of digital devices.  The will dead the program design through their introduction of algorithms.  - How should we look after a pet dog?  - What is the life cycle of a butterfly?  Topic enrichment with animal encounter at school  Frogramming A — Moving a forbat with an introduces pupils to data and information.  This unit introduces pupils to data and information.  The will learners to a specific the first with other can be a pupiled to a serie the four to the d						_	• =
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Computing Systems and networks — Technology around us Develop your learners' understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.  Geography  Geography    Creating media — Digital Painting Systems and networks — Technology around us Develop your learners' understanding of technology and how it can help them. They will be given more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.    Geography				•			
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Computing systems and networks — Technology around us Develop your learners' understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.  Geography  Geography  Creating media – Digital Programming A – Moving a Poots This unit introduces learners to early programming concepts. Learners will earners and as part of a computer by about ofference swhen painting with, and without, the use of digital devices.  Creating media – Digital writing This unit introduces pupils to data and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to consider how to use technology responsibly.  Geography  Geography  Creating media – Digital writing This unit introduces learners will familiarise to data and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to consider the objects are grouped. They will then begin to consider how to use technology responsibly.  Geography  Geography  Geography  Amount of digital and its exciting range of creative tools with your learners will earners and as part of a computer to groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to demonstrate that they can count a small number of objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups, based on the pro				- what is the life cycle of a bui	tternyr		
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Painting   Explore the world of digital art and its exciting range of creative tools with your learners. Empower them to create their own paintings, while getting inspiration from a range of different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.   Painting   Programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.	Computing	Computing systems Creating modia Digital		·		Creating modia - Digital Programming R -	
Technology around us Develop your learners' and its exciting range of treather tools with your can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.  Geography  Geography  Explore the world of digital and its exciting range of treather tools with your can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse stills, and also start to consider how to use technology  This unit introduces learners to to data and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will dentify what each floor robot command does and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will dentify what each floor robot command does and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to data and information. They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will then begin to do the objects into different groups, based on the properties they stages of program design through the introduced to the early stages of program design through the introduced to the early stages of program design through the introduction of algorithms.  Weather/Seasons  Weather/Seasons  Weather/Seasons  Weather/Seasons  Septom of a computer to create their objects into data and information. They will begin by using labelling these groups. They will begin by using labels to put objects into demonstrate that they can count a small number of objects are grouped. They will then begin to objects into different gr	Computing		_		·	_	_
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understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.  Geography  Geography  They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can computer by different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.  They will begin by using labels to put objects into groups and labelling these groups. Pupils will demonstrate that they can computer by will identify what each floor robot command does and use that knowledge to start predicting the outcome of all aspects of programs. The unit is paced to ensure time is spent on all aspects of programs are also introduced to the early stages of program design through the introduction of algorithms.  Geography  They will begin by using labels to put objects into groups and labelling these groups. All abelling these groups and labelling these groups. Pupils will demonstrate that they can computer to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.  Juk and our school (fieldwork)  Weather/Seasons (science link)  - name and locate the four countries of the UK			-				
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directional language (fallow/create directions			- name and locate the four	countries of the UK	'		
- directional language (follow/create directions   - link weather to seasons			- directional language (foll	ow/create directions	- link weather to seasons		
- sketch map and key - link clothes to seasons			<u> </u>				
- land use - observe change in plants							
- physical and human features across seasons			- physical and human feat	ıres	= .		
- change in land use - measure rainfall and					- measure rainfall and		
- aerial photos temperature			_		temperature		
- fieldwork (identify problems in school grounds) - measure wind speed			- fieldwork (identify proble	ems in school grounds)	- measure wind speed		
- fieldwork (suggest improvements)			- fieldwork (suggest impro	vements)			

		<ul> <li>- why we need trees</li> <li>- settlements (village, town (valley, river, beach, ocean farm, factory, office)</li> </ul>	n, city), physical features ) and human features (shop,			
History	The Seaside - What were holidays like 100 years ago? - How do we know what holidays were like 100 years ago? - Why did people go to the seaside in the past? - How have seaside holidays changed? - How were holidays different for rich and poor Victorians? - How has where we go on holiday changed (data collection)?				Schools- past and present - Why didn't all children go to the work of the work	e children went to school? Victorian schools? ooms like? over time? ferent parts of the world rian school visit to Beaulieu
Art	- observe and sketch using - painting using secondary - observe and sketch patter man-made world - creating monoprints - draw a person using reality - create a collage of a person using the	colours erns in the natural and istic proportions on			- create a wash with water colours - sketch in oil pastel inspired by Van Gough - create irregular patterns in the style of Van Gough - create a monoprint using different mediums - texture in clay - sculpture using 3D shapes from paper and foam	
DT			Food - sandwiches - design - skills for preparation of ingredients - prepare sandwich	Safety Jacket - choosing materials - join materials by stapling and weaving - use sticky materials to attach fabrics - develop own design ideas - use design criteria		Moving Cards - identify levers - attach and shape card - use a pivot to make a lever move and a linkage to join two levers movements - develop own design ideas - use design criteria -evaluate product using the design criteria as a checklist

PE	with an implement Gymnastics – flight	n implement and dribbling movement to show emotion	Games – dribbling with an im ball with feet Gymnastics – points and patc Dance – use different movem to represent a character	hes	Athletics – jumping, running Gymnastics – rocking and ro Dance – create movements characters	lling
PHSE	Feelings -likes and dislikes -types of feelings (nice and not nice e.g. happy/upset) -big feelings (anger) -worry  Relationships: Antibullying -What is bullying and how does it feel? -kind and unkind behaviour	Community and Wider World -belonging to community (school) -being unique  Families, Friends and Safe Relationships -special people in our lives -roles and responsibilities in families -treat others well -getting along with others in the classroom and in the playground	Healthy Lifestyles -healthy bodies -exercise -sun safety -different types of play (screen time)  Medicines and Drugs -different types of medicines -safe and unsafe on skin	Keeping Safe -safer strangers -what to do when we feel unsafe -what to do if we get lost - rules keep us safe  Living in the Wider World -our strengths and our jobs -how we get money -uses of money	Growing and Changing -how we change over time -making change happen -change is needed -growth mindset	Transition to Y2 -preparing for change -worries and fears -visit new teacher -helping others with change
Music	Singing - chants and rhymes Listening - Classical Musicianship - pulse/beat - rhythm	Singing - Christmas songs repetition and rhyme - verse/chorus Listening - Christmas (traditional music) - how music differs at this time of year Musicianship - pitch	Singing - long and short sounds - echo singing Listening - Samba and Blues Musicianship - long and short sounds - duration Composing - create sequences of long and short sounds.	Singing - songs with a range of pitch and actions Listening - Classical Musicianship - pitch - hold and use percussion instruments correctly Composing - create sound effects and sort sequences	Singing - action songs Listening - Classical Musicianship - percussion sounds to enhance story telling - ascending notes - dynamics: fast/slow, loud/quiet - beats and rhythms to replicate sounds Composing (Jack and Beanstalk)	Singing - songs to control vocal pitch and match the pitch they hear - songs from memory - verse chorus structure - singing to perform Listening - pop music Musicianship - pitch

		- create musical sound effects and short
		sequences to accompany a
		story
		- create and perform own
		rhythmic patterns