Curriculum Map 2024-2025 Team Donaldson Year 1 and Rec: Mr Teasdale, Miss Brown & Mrs Ross-Hawkins

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|  | | | | **Autumn** | | | **Spring** | | **Summer** | |
| **Spoken Language** | | | | - Listen and respond appropriately to adults and their peers  - Ask relevant questions to extend their understanding and knowledge  - Use relevant strategies to build their vocabulary  - Articulate and justify answers, arguments and opinions  - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - - Speak audibly and fluently with an increasing command of Standard English  - Participate in discussions, presentations, performances, role play, improvisations and debates  - Gain, maintain and monitor the interest of the listener(s)  - Consider and evaluate different viewpoints, attending to and building on the contributions of others  - Select and use appropriate registers for effective communication. | | | | | | |
| **Listening, Attention and Understanding ELG** | | | | •Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  • Make comments about what they have heard and ask questions to clarify their understanding.  • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | | | | | | |
| **Speaking ELG** | | | | •Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | | | | | | |
| **Reading** | ***Word reading*** | | | Objectives - See Y1 overview  Twinkl Phonics  Big Cat readers  Rhino Readers | | | | | | |
| ***EYFS ELG Word Reading*** | | | •Say a sound for each letter in the alphabet and at least 10 digraphs.  • Read words consistent with their phonic knowledge by sound-blending.  • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | | | | | | |
| ***Comprehension*** | | | Objectives - See Y1 overview  Texts include poetry, stories, traditional stories, fairy stories and nonfiction.  Collins Big Cat Guided Reading | | | | | | |
| ***EYFS ELG***  ***Comprehension*** | | | •Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  • Anticipate (where appropriate) key events in stories.  • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. | | | | | | |
| **Writing** | ***CLPE Books*** | | | Blue Penguin  **by Petr Horáček** | Beware of the Crocodile  **by Martin Jenkins and Satoshi Kitamura** | | Ruby’s Worry  **by Tom Percival** | Moth. An Evolution Story **by Isabel Thomas and Daniel Egnéus** | Ossiri and the Bala Mengro  **by Richard O’Neill and Katherine Quarmby** | Rapunzel  **By Bethan Woolvin** |
| ***Y1*** | | | Y1 – see Y1 English Long Term Plan | | | | | | |
| ***EYFS ELG*** | | | •Write recognisable letters, most of which are correctly formed.  • Spell words by identifying sounds in them and representing the sounds with a letter or letters.  • Write simple phrases and sentences that can be read by others | | | | | | |
| **Maths** | | **Y1** | | White Rose Maths - developing skills in fluency, reasoning and problem solving.  Number and Place Value, Addition and Subtraction, Multiplication & Division, Fractions, Measures, Geometry; Properties of Shape, Geometry; Position, Direction and Movement. | | | | | | |
| **ELG** | | Number – deep understanding to 10, subitise to 5, recall number bonds  Numerical Patterns – Count beyond 20, compare quantities, explore and represent patterns including doubles, evens, odds and equal distribution | | | | | | |
| **Science** | | | **Y1** | **The Human Body** | **Materials** | | **Animals** | **Caring for the planet** | **Plants** | **Growing and Cooking** |
| *Seasonal Changes and Planting taught across the year.* | | | | | | |
| **The Natural World ELG** | | | | •Explore the natural world around them, making observations and drawing pictures of animals and plants.  • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter | | | | | | |
| **Computing** | | | | Barefoot Computing (EYFS) | | | | | | |
| Computing Systems and Networks – Technology around us | | Programming A- Moving a robot | Creating Media – Digital writing | Computing Systems and Networks – IT around us | Programming A – Robot algorithms | Creating Media – Digital music |
| **Digital Citizenship**  **EYFS/Y1** | | | | Meet the Digital Citizens – Arms  Pause for People | | Meet the Digital Citizens – Legs  Media Balance is Important | Meet the Digital Citizens – Legs  Device Advice – Why We Pause for People | Meet the Digital Citizens – Legs  Media Balance is Important – Quick Bite | Meet the Digital Citizens – Legs  Safety in My Online Neighbourhood | Meet the Digital Citizens – Legs  Device Advice – Caring for Our Devices |
| **Geography**  **History** | | | | **Local Area (including field work)** | | **Continents and Oceans** | **Hot and Cold Places** |  | **United Kingdom** |  |
| **What is History?** | |  | **How am I making History?** | **How was school different in the past?** |  | **What is a monarch?** |
| **Past and Present ELG** | | | | •Talk about the lives of the people around them and their roles in society.  • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  • Understand the past through settings, characters and events encountered in books read in class and storytelling. | | | | | | |
| **People, Culture and Communities ELG** | | | | •Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. | | | | | | |
| **British Values** | | | | We respect the culture & beliefs of others. We treat everybody equally.  We know that we are all special. We listen to and respect other people’s opinions and values.  We understand right from wrong. We understand the consequences of our actions.  We understand and respect the roles of people who may help us. We try to help other people. | | | | | | |
| **Art** | | | |  | | **Spirals** |  | **Exploring Watercolour** |  | **Making Birds** |
| **D&T** | | | | **Mechanisms** (sliders and leavers) | |  | **Structures** (freestanding) |  | **Food** (preparing fruit and vegetables) |  |
| **Creating with materials ELG** | | | | •Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  • Share their creations, explaining the process they have used.  • Make use of props and materials when role playing characters in narratives and stories | | | | | | |
| **Being Imaginative and Expressive ELG** | | | | •Invent, adapt and recount narratives and stories with peers and their teacher.  • Sing a range of well-known nursery rhymes and songs.  • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | | | | | | |
| **Music** | | | |  | | ME! |  | My Stories | In The Groove | Hey You! |
| * Use their voices expressively and creatively by singing songs and speaking chants and rhymes. * Play tuned and untuned instruments musically. * Listen with concentration and understanding to a range of high quality live and recorded music. * Experiment with, create, select and combine sounds using the interrelated dimensions of music. | | | | | | |
| [**P.E.**](file:///\\STANLEYCROOKP.internal\staffhome$\dmartin\Documents\Delivering%20QCA%20Physical%20Education.doc) **EYFS** | | | | Me & Myself  Fitness (F.M.S) | | Dance | Gymnastics | Ball Skills | Throwing & Catching | Fun & Games  Athletics |
| **P.E. Y1** | | | | Orienteering  Fitness (F.N.S) | | Dance | Gymnastics | Handball | Volley Ball | Athletics |
| **Gross Motor Skills ELG** | | | | •Negotiate space and obstacles safely, with consideration for themselves and others.  • Demonstrate strength, balance and coordination when playing.  • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | | | | | | |
| **Fine Motor Skills ELG** | | | | •Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  • Use a range of small tools, including scissors, paintbrushes and cutlery.  • Begin to show accuracy and care when drawing. | | | | | | |
| [**R.E.**](file:///\\STANLEYCROOKP.internal\staffhome$\dmartin\Documents\Delivering%20RE.doc) | | | | **Why is Jesus special to Christians?** | | | **What does it mean to belong in Christianity?** | | **What can we find out about Buddha? How do Buddhists show their beliefs?** | |
| **PSCHE** | | | | **TEAM** | | **Think Positive** | **Money Matters** | **Diverse Britain** | **Safety First** | **It’s My Body** |
| **Self regulation ELG** | | | | •Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | | | | | | |
| **Managing Self ELG** | | | | •Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  • Explain the reasons for rules, know right from wrong and try to behave accordingly.  • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | | | | | | |
| **Building Relationships ELG** | | | | •Work and play cooperatively and take turns with others.  • Form positive attachments to adults and friendships with peers.  • Show sensitivity to their own and to others’ needs | | | | | | |

ELG – Early Learning Goal for Reception