



# ACTON GARDENS PRIMARY SCHOOL

## Year 1 Curriculum Map - 2022 - 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Phonics</b>	<b>Little Wandle – Letters and Sounds</b> Phase 3/4 review + 4 Phase 5 GPCs	<b>Little Wandle – Letters and Sounds</b> Phase 5 Graphemes	<b>Little Wandle – Letters and Sounds</b> Phase 5 Graphemes	<b>Little Wandle – Letters and Sounds</b> Review Phase 5 GPCs for pPhonics Screening check	<b>Little Wandle – Letters and Sounds</b> Review Phase 5 GPCs for Phonics Screening Check	<b>Little Wandle – Letters and Sounds</b> Phase 5 Graphemes
<b>English</b>	<b>Fiction Text:</b> Little Red Riding Hood Traditional Tales Recount 1 <a href="#">Links: PSHE</a>  <b>Poetry 1:</b> Acrostic Poems <a href="#">Links: Science</a>	<b>Fiction Text:</b> The Lonely Beast Diary Entry – 1 <sup>st</sup> Person  <b>Fiction:</b> The Nutcracker Fantasy Stories Recount 2 <a href="#">Links: DT</a>	<b>Fiction Text:</b> The Little Red Hen Fables Lists & Instructions <a href="#">Links: Science</a>  <b>Fiction Text:</b> The Gingerbread man Fairy Tales Recount 3	<b>Non – Fiction Text:</b> Dogs Non – Chronological report  <b>Fiction Text:</b> The Ugly Duckling Fairy Tales Recount 4 <a href="#">Links: Science</a>	<b>Poetry 2:</b> Rhyming Poems  <b>Fiction Text:</b> The Day The Crayon's Quit Picture Book Letter Writing <a href="#">Links: PSHE</a>	<b>Non – Fiction Text:</b> School Trip Recount  <b>Fiction Text:</b> Katie and the Bathers Children's Literature Recount 5 – The alternative ending <a href="#">Links: Art</a>
<b>Mathematics</b>	Number: Place (within 10)	Number: Addition and subtraction (within 10) Geometry: Shape	Number: Place Value (within 20) Number: Addition and subtraction (within 20)	Number: Place value (within 50) Measurement: Length and height Measurement: Mass and volume	Number: Multiplication and division Number: Fractions Geometry: Position and direction	Number: Place value (within 100) Measurement: Money Measurement: Time
<b>Science</b>	<b>EQ: Why are our senses important?</b>  <b>The Human Body</b> What is science? Introduction to Our Body and Our Senses Eyes and Sight Ears and Hearing Touch, taste and smell Understanding Sensory Impairment	<b>EQ: How are animals different and similar?</b>  <b>Animals and their needs</b> Amazing Animals (Introduction to Animals) Grouping animals: Fish, amphibians, reptiles, birds and mammals Grouping animals: carnivores, herbivores and omnivores Animals as pets Describing animals	<b>EQ: What different events take place in different seasons?</b> <b>Seasons and Weather</b> The four seasons Tools to record the weather Using a graph to show information about the weather Clouds and what they tell us: cirrus, cumulus and stratus Weather forecasting Extra lesson: Dangerous weather around the world Assessment task: Identifying and describing weather	<b>EQ: How can we reduce the amount of waste we create?</b>  <b>Taking Care of the Earth</b> Taking Care of the Earth Earth's Natural Resources Logging Pollution Recycling	<b>EQ: Is every plant in our school garden the same and do they all grow the same?</b>  <b>Plants</b> What plants need Parts of plants Seeds Deciduous and evergreen plants Plants we eat Assessment	<b>EQ: How do materials help us?</b>  <b>Materials and Magnets</b> Everyday Materials Properties of Materials Uses of Materials Magnets Investigation Assessment
<b>Art/DT</b>	<b>ART</b> <b>EQ: How does colour make us feel?</b> <b>Colour</b> Introduction to Colour Secondary, Warm and Cool Colours Tints and Shades A Study of David Hockney's A Bigger Splash Looking at Monet – Painting the Sea Painting a Storm	<b>ART</b> <b>EQ: Why are lines important to artists?</b> <b>Line</b> Introduction to line Exploring different lines Miro's use of line Miro – group paintings Klee's use of line Klee: landscape out of line  <b>DT</b> Making objects with moveable parts- the Nutcracker	<b>ART</b> <b>EQ: Why is building design is important?</b> <b>Architecture</b> What is architecture? The purpose of different buildings Architectural features Features of Southwark Cathedral Designing a building  <b>DT</b> Food Technology Perfect Healthy Pancakes	<b>ART</b> <b>Style in Art</b> Style– How a piece of art looks Van Gogh's changing style Painting in the style of Van Gogh Narrative Art– Stories in Art Characters in Art  <b>DT</b> <b>EQ: Where does our food come from?</b> Farm Animals as a source of food	<b>ART</b> <b>EQ: What information do we get from paintings?</b> <b>Paintings of Children</b> Introduction to Hogarth and 'The Graham Children' Using line to plan a painting Matching colour and using different brushes Drawing children playing Creating a picture based on 'The Graham Children' Completing pictures based on 'The Graham Children'	<b>ART</b> <b>EQ: Why do artists create sculptures?</b> An introduction to sculpture A study of Degas' Little Dancer Making models - Gormley Casting - Gormley Adding colour to sculpture - Hepworth Different styles of sculpture – Moore and Giacometti  <b>DT</b> Growing Food Food Technology Sensational Salads
<b>Computing</b>	<b>Unit 1: Computing Systems and Networks – Technology Around Us</b>  1. To identify technology. 2. To identify a computer and its main parts. 3. To use a mouse in different ways. 4. To use a keyboard. 5. To type on a computer. 6. To create rules for using technology responsibly.	<b>Unit 2: Creating Media – Digital Painting</b>  1. To describe what different freehand tools do. 2. To use the shape tool and the line tools. 3. To make careful choices when painting a digital picture. 4. To explain why I chose the tools I used. 5. To use a computer on my own to paint a picture. 6. To compare painting a picture on a computer and on paper.	<b>Unit 3: Programming A – Moving A Robot</b>  1. To explain what a given command will do. 2. To act out a given word. 3. To combine forwards and backwards commands to make a sequence. 4. To combine four direction commands to make sequences. 5. To plan a simple program. 6. To find more than one solution to a problem.	<b>Unit 4: Data and Information – Grouping Data</b>  1. To label objects. 2. To identify that objects can be counted. 3. To describe objects in different ways. 4. To count objects with the same properties. 5. To compare groups of objects. 6. To answer questions about groups of objects.	<b>Unit 5: Creating Media – Digital Writing</b>  1. To use a computer to write. 2. To add and remove text on a computer. 3. To identify that the look of text can be changed on a computer. 4. To make careful choices when changing text. 5. To explain why I used the tools that I chose. 6. To compare typing on a computer to writing on paper.	<b>Unit 6: Programming B - Programming Animations</b>  1. To choose a command for a given purpose. 2. To show that a series of commands can be joined together. 3. To identify the effect of changing a value. 4. To explain that each sprite has its own instructions. 5. To design the parts of a project. 6. To use my algorithm to create a program.
<b>Religion &amp; Philosophy</b>	What does it mean to be a member of the Jewish community?  <b>EQ: Why is Shabbat so important to Jewish people?</b>  Diwali	What do Christians believe about God? Remembrance Day Christmas <b>EQ: How do people celebrate Christmas?</b>	What can we learn from Creation stories?  <b>EQ: Who do people believe about creation?</b>	Why is prayer important for many people?  <b>EQ: Why do people pray?</b>	What is Islam?  <b>EQ: What are the Five Pillars of Islam?</b>	What role do festivals and holy days play in the life of faith?  <b>EQ: How do festivals and holy days make people feel?</b>

<b>Geography</b>		<b>Spatial Sense– Around My School</b> What is geography? Aerial Views Maps Location Compass Points What makes a good map? Drawing maps <b>EQ: Why do we need maps?</b>		<b>The United Kingdom</b> The four countries in the United Kingdom Scotland Wales Northern Ireland England Assessment <b>EQ: Where are we located?</b>		<b>The Seven Continents</b> The Seven Continents The Five Oceans The Equator and the poles Land around the world Europe—our continent Assessment <b>EQ Why is the climate different in different countries?</b>
<b>History</b>	Discovering History <b>EQ: What do we understand about the past?</b> What is the past? Family Trees How do we know about the past? Our Local History Black history – Mary Seacole		<b>EQ: What can we learn from the timeline of the British Monarchy?</b> Events beyond living memory that are significant nationally or globally - Kings, Queens and Leaders Kings and Queens King John I and the Magna Carta King Henry III and Parliament King Charles I Oliver Cromwell and the Commonwealth Assessment Task		<b>EQ: Explorers – Who were these great pioneers?</b> The lives of significant individuals in the past who have contributed to national and international achievements Who was Christopher Columbus? Who was Sir Ernest Shackleton?	
<b>Music</b>	<b>Feeling the pulse</b> <b>Listen</b> to pieces of music and begin to feel the pulse – clapping along. <b>Take</b> turns to clap the pulse in a circle and counting in 4's, walking to beat (Resetzky March) <b>Discuss</b> the <b>Dynamics</b> of a piece of music <b>Begin</b> identify and describing 7 elements of music		<b>Singing Nursery Rhymes</b> <b>Develop</b> an ability to sing tunefully in large and small groups. Singing familiar nursery rhymes. <b>Begin</b> to sing a wider the range of notes and identify which are high and low <b>pitch</b> . <b>Start</b> to memorise the words of these songs: - Three Blind Mice, Twinkle, Twinkle Little Star, Mary Had a Little Lamb		<b>Instrument - Xylophone</b> <b>Develop</b> understanding that letters represent different notes. <b>Identify</b> high and low pitch sounds <b>Read</b> and play a simple order of notes to form a melody. <b>Explore</b> loud and soft dynamics Compose their own short melodies using improvisation – memorise and play these back with relative accuracy.	
<b>Languages &amp; Oracy</b>						
<b>Physical Education</b>	Unit 1: Personal Skills Fundamental Movement Skills Coordination: Footwork Static Balance: One Leg	Unit 2: Social Skills Fundamental Movement Skills Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Unit 3: Cognitive Skills Fundamental movement Skills Dynamic Balance: On a Line Static Balance: Stance	Unit 4: Creative Skills Fundamental Movement Skills Coordination: Ball Skills Counter Balance: With a Partner	Unit 5: Physical Skills Fundamental Movement Sills Coordination: sending and Receiving Agility: Reaction / Response	Unit 6: Health and Fitness Skills Fundamental Movement Skills Agility: Ball Chasing Static Balance: Floor Work
<b>PSHE and Safety</b>		<b>EQ: What do I need to be healthy?</b> Health and Well-Being Goals, healthy teeth, difference between healthy and unhealthy foods, medicine, voting, bullying, emotions and feelings.		<b>Living in the Wider World</b> Healthy mind and body, charity, wants and needs, achievements, online safety, worries, safety at home, good and bad secrets, emergency services – 999 and the PANTS rule.		<b>Relationships</b> Friendships, compliments, places and people who make me feel safe, different types of families, how we grow and change.
<b>Special Events</b>	Harvest Festival. Road Safety Workshop	Children in Need Remembrance Day. Christmas Black History Month	E-Safety Day	World Book Day Easter		Sports Day
<b>British Values</b>	Democracy	Rule of Law	Respect	Tolerance	Individual Liberty	Contribution & Responsibility
<b>Character Values</b>	<b>Transcendence</b> Appreciation of Beauty Gratitude Hope Humour Spirituality	<b>Wisdom</b> Creativity Curiosity Judgement Love of Learning Perspective	<b>Moderation</b> Forgiveness Modesty Prudence Self-Control	<b>Courage</b> Bravery Persistence Honesty Zest	<b>Justice</b> Team-Work Fairness Leadership	<b>Humanity</b> Love Kindness Social Intelligence
<b>Principles of Harmony</b>	<b>Adaptation History</b> <b>EQ: What do we understand about the past?</b>	<b>Health PSHE</b> <b>EQ: What do I need to be healthy?</b>	<b>Interdependence History</b> <b>EQ: What can we learn from the timeline of the British Monarchy?</b>	<b>Cycle Science</b> <b>EQ: How can we reduce the amount of waste we create?</b>	<b>Diversity Science</b> <b>EQ: Is every plant in our school garden the same and do they all grow the same?</b>	<b>Oneness PSHE</b> <b>EQ: How can we show kindness to one another?</b>
<b>Principle of Geometry</b>	Coming soon	Coming soon	Coming soon	Coming soon	Coming soon	Coming soon
<b>Trips</b>			Local Library	Local Transport Museum	Zoo	

**Key: Blue – links with other subjects**

**Green – Enquiry Based Questions linked to Principles of Harmony**

**Red – General Enquiry Based Questions**