

	Year 1 Federation of Westleigh Infants and Backwell C of E Junior School Curriculum Grid											
	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
School values	Diversity across the curriculum											
	Aspiration		Challenge		Respect		Responsibility		Confidence		Self-esteem & celebration	
Enrichment	Harvest Festival		Nativity/Carol singing BJS Christmas Craft		Visit to St Andrews Church Arts Week		Don Thomas Astronaut visit Spring Sing		Fish Wow Day! Health and Fitness Week		Clevedon Pier trip BJS Summer Picnic Beach wow day Reptile Man	
English	Core Texts <ul style="list-style-type: none">- Stanley’s Stick by John Hegley- Billy and the Beast by Nadia Shireen. Key Outcomes <ul style="list-style-type: none">- Writing using simple sentences- Writing an innovated adventure story		Traditional Tales: Little Red Riding Hood Performance Poetry: Where the wind blows		Non-fiction: information books about space. Recount: life of Neil Armstrong		Narrative: Core Text - Bob, Man on the Moon		Non-fiction: Non-chronological report based on fish. Poetry Poems on a similar theme		Narrative Core Text – <i>Billy’s bucket</i> <i>Mr Seahorse by Eric Carle</i> Recount: a visit	
SPaG	Phonics - Term 1 - consolidating reception: Phase 3 and 4 Other spelling Year 1 Common Exception Words for Phase 3 and 4. Grammar All words have a job. Know verbs (action words), nouns (names of people, places or things).		Phonics - Term 2 - Phase 5 Other spelling Year 1 Common Exception Words for Phase 5. Ensure days of the week can be spelt. -		Phonics - Phase 5 mastery Other spelling rules Suffixes: adding –ing and –ed where the root word remains the same.		Phonics - Phase 5 mastery		Phonics - Phase 5 – alternate pronunciations Other spelling rules <ul style="list-style-type: none">- Adding –er to verbs.- Adding –es to nouns to make a plural- Adding s for third person singular verbs.- The prefix –un- Compound words- tch, and /v/at the end of words,- adding er to a verb to make a noun .		Phonics - Phase 5 – alternate pronunciations	
Maths - White Rose and Mastering Number (see below)	Number Place value within 10		Number Addition and subtraction within 10 Geometry Shape		Number Place value within 20 Addition and subtraction within 20		Number Place value within 50 Measurement Length and height Mass and volume		Number Multiplication and division Fractions Geometry Position and direction		Number Place value within 100 Measurement Money Time	

	Mastering Number: Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system. Pupils will: <ul style="list-style-type: none"> • subitise within 5, including when using a rekenrek, and re-cap the composition of 5 • develop their understanding of the numbers 6 to 9 using the ‘5 and a bit’ structure • compare numbers within 10 and use precise mathematical language when doing so • re-cap the order of numbers within 10 and connect this to ‘1 more’ and ‘1 less’ than a given number • explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) • explore the structure of the odd numbers as being composed of 2s and 1 more • explore the composition of each of the numbers 6, 8, and 10 • explore number tracks and number lines and identify the differences between them 		Mastering Number: Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols). Pupils will: <ul style="list-style-type: none"> • explore the composition of each of the numbers 7 and 9 • explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part • identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number • explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes • explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the ‘first, then, now’ language structure 		Mastering Number: Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to ‘number stories’). Pupils will: <ul style="list-style-type: none"> • explore the composition of the numbers 11 to 19 as ‘10 and a bit’ and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction) • practise retrieving previously taught facts and reason about these 	
History		Changes within Living Memory Words and phrases related to passage of time Early time lines and chronological framework Comparison of objects over time		Events beyond living memory / Lives of significant individuals First moon landing Neil Armstrong	Significant Historical Events or places in the locality Victorian Holidays Clevedon Pier Magic Grandad	
Geography	Formation of the UK / Capital cities Introduction to maps, globes and atlases Aerial photographs Maps of the classroom and school		Identify seasonal and daily weather patterns in the UK (linked to Science). Weather map symbols and weather forecast reports.			Human and physical features Map symbols Our local area Seas of the UK Seaside features.
Science	Animals, including Humans What makes me human? What makes me a human? To identify the main parts of the body and some functions, including the senses. Investigations: What happens to my body after exercise? Is a forearm the same as the length of a foot? Is the oldest child in the class always the tallest? Is a snail an animal? Supports POR text The Snail and the Whale.	Seasonal Changes How do I know it’s autumn? (Observation of a school tree and daylight hours) Autumn walk. Identify signs of autumn. How much rain do we have in winter? Make a rain guage. How much rain has fallen in a week? Does it rain more in winter?	Seasons How do I know it’s winter? How do I know it’s spring? (Observation of tree and daylight hours) Identify signs of winter and spring. Winter and Spring walks. Everyday Materials and their Properties What is my toy made from? To distinguish between an object and the material from which it is made. Can I make a house to stop the wolf from getting in?	Animals, including humans What senses have I used today? To identify our sense of taste and smell (make a fruit salad). To identify hearing as a sense (play guess the sound game).	Seasons How do I know it’s summer? (Observation of tree and daylight hours) Identify signs of Summer. Summer Walk Plants What makes a flowering plant? Identify and label all parts of a plant. What wild flowering plants do you know? Identify and name common wild flowering plants. What garden flowering plants do you know?	Animals, including humans What group do I belong to? To identify some key features of animals e.g. tail, wing, fur, scales, hooves etc Animals for sorting into groups. Can you guess the animal? To guess the name of an unknown animal by its described features. To look at what features are the same and know the grouping. What makes us the same and different? To compare animal features. Why do I make a good pet? To compare pets with other animals.

			To begin to describe the simple physical properties of different materials. Why do we use different materials? To describe the physical properties of a variety of everyday materials. Which material would be best to use for Ted's umbrella?		Identify and name common garden flowering plants. What makes me a tree? To name parts of a tree. What makes me a deciduous / evergreen tree? To know the difference between deciduous and evergreen trees.	Would I like to eat you? To identify herbivores, carnivores and omnivores.
RE	4. Where do we belong? Exploring ideas of those aspects of human nature which relate to the practices of religion and belief communities.		5. How do we celebrate our journey through life? Exploring how religions and beliefs express aspects of life's journey in a variety of creative ways.		6. How should we live our lives? Exploring how religious and other beliefs affect approaches to moral issues.	
PSHME	Being Me in My World -Feeling special and safe. -Being part of a class. -Rights and responsibilities. -Rewards and feeling proud. -Consequences. -Owning the Learning Charter.	Celebrating Difference -Similarities and differences. -Understanding bullying and knowing how to deal with it. -Making new friends. -Celebrating the differences in everyone.	Dreams and Goals -Setting goals. -Identifying successes and achievements. -Learning styles. -Working well and celebrating achievement with a partner. -Tackling new challenges. -Identifying and overcoming obstacles. -Feelings of success.	Healthy Me -Keeping myself healthy. -Healthier lifestyle choices. -Keeping clean. Being safe. -Medicine safety/safety with household items. -Road safety. -Linking health and happiness	Relationships Belonging to a family. -Making friends/being a good friend. -Physical contact preferences. -People who help us. -Qualities as a friend and person. -Self-acknowledgement. -Being a good friend to myself. Celebrating special relationships.	Changing Me Life cycles – animal and human. -Changes in me. -Changes since being a baby. -Differences between female and male bodies (correct terminology). -Linking growing and learning. -Coping with change. -Transition.
Computing	<u>Teach Computing Unit 1:</u> Computing systems and networks – Technology around us E-safety lesson each term	<u>Teach Computing Unit 2:</u> Creating media – Digital painting E-safety lesson each term	<u>Teach Computing Unit 3:</u> Programming – Moving a robot (Bee Bots) E-safety lesson each term	<u>Teach Computing Unit 4:</u> Data and Information – Pictograms E-safety lesson each term	<u>Teach Computing Unit 5:</u> Creating media – Digital music E-safety lesson each term	<u>Teach Computing Unit 6:</u> Programming – Programming quizzes E-safety lesson each term
PE	Premier Sport Athletics – speed, balance and agility <u>Teacher led</u> Continuing with PS skills: Controlling a ball with hands and feet	Premier Sport Gymnastics <u>Teacher led</u> Continuing with PS skills: Dance	Premier Sport Invasion games Introduction to teach sports Hockey <u>Teacher led</u> Large Apparatus	Premier Sport Sending and receiving in sport – Handball and basketball <u>Teacher led</u> Invasion games	Premier Sport Invasion games Football <u>Teacher led</u> Continuing with PS skills Jumping Health and Fitness Week	Premier Sport Athletics – technical skills and mini Olympics <u>Teacher led</u> Athletics
Art	Focus skills Links with spirals – Making spirals using pens, crayons, pastels	Focus skills The life and art of Henri Matisse : - Still Life sketching techniques.	Focus skills Drawing using line and shape, design an alien.	Focus skills Create shades of blue and the yellow to create a night time background using swirls and	Focus skills Mackerel WOW Day Observational drawings of fish/shells	Focus skills Textiles and collage Weaving, sewing and layering techniques

	<p>Observational drawing of spirals in nature – shells, ammonites, flowers Spiral rubbings linked to nature</p> <p>3D art and nature sculptures - Using plasticine and clay to create spirals. Use of tools to create texture and effect.</p> <p>Natural sculptures – Reference to Andy Goldsworthy. Create own spiral natural collages/sculptures</p> <p>Snail trails – using different thicknesses of pencils, pens and brushes</p> <p>Inspirational Artist Andy Goldsworthy – natural sculptures.</p>	<ul style="list-style-type: none"> - Matisse's use of colour based on the portrait of Matisse's wife. - Matisse's art work from the later stages of his life - using collage techniques, repeating patterns and colour. Inspiration taken from: Dessert Harmony, The Sheaf collage and The Snail. <p>Inspirational Artist Matisse - Experimentation with tearing and cutting paper Create own representation of Matisse's snail and Sheaf collage.</p>	<p>Patterns and shapes – using watercolours to paint the aliens.</p> <p>Observational drawings of planets</p> <p>Create a lunar landscape - solar system using chalks and pastels.</p> <p>Create different moon surfaces using textured paints</p> <p><u>Arts Week - focus on specific arts/skills from chosen country.</u> <u>Art exhibition to showcase the childrens work.</u></p>	<p>spirals in the style of Vincent Van Gogh. Use black paper to create silhouettes similar to those in the Starry Night picture.</p> <p>Inspirational Artist Van Gogh Starry Night Create own representation of Starry Night painting</p>	<p>Clay fish Shell rubbings</p> <p>Inspirational Artist Raoul Duffy – Regatta at Cowes</p>	<p>Seahorse pictures –marbeling techniques used for Mr Seahorse. Layering techniques for the underwater world</p> <p>English link Collage Pier pictures and sketches.</p> <p>Inspirational Artist Eric Carle – Mr Seahorse</p>
DT	<p>Textiles Sewing a simple glove puppet Design and create a Teddy Bear puppet Adding features – eyes, nose, mouth Reviewing and evaluating end product.</p>	<p>Pop Up Christmas Tree Card Design and make a Christmas card for a family member Investigate how to make one part of the card pop up when the card is opened.</p>		<p>Construction Design and make a diamond kite. Looking at a simple structure Selecting and joining materials Reviewing and evaluating end product</p>	<p>Food Technology Healthy eating / Food preparation. Create a summer fruit ice cream sundae. Design, make, review and evaluate.</p>	<p>Making things move Design and create a moving 'Under the Sea' picture Investigate use of split pins, pivots, flaps, sliders and levers Reviewing and evaluating end product</p>
Music Each unit of work comprises the following strands of musical learning: Listening and appraising/ warm up games/learning to sing a song/playing instruments/ Improvisation/ Composition/ performing.	<p>Charanga Unit 1 Hey You Old school hip-hop</p> <p><i>How pulse, rhythm and pitch work together</i></p>	<p>Charanga Unit 2 Rhythm in the Way we Walk and The Banana Rap Reggae</p> <p><i>Pulse, rhythm and pitch, rapping, dancing and singing.</i></p>	<p>Charanga Unit 3 In the Groove Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p><i>How to be in the groove with different styles of music</i></p>	<p>Charanga Unit 4 Round and Round Bassa Nova</p> <p><i>Pulse, rhythm and pitch in different styles of music.</i></p>	<p>Charanga Unit 5 Your Imagination Pop</p> <p><i>Using your imagination</i></p>	<p>Charanga Unit 6 Reflect, Rewind and Replay Classical</p> <p><i>The History of music, look back and consolidate your learning, learn some of the language of music.</i></p>