



## Lynch Hill Primary Academy Curriculum Map for Year 1

For subject overviews and 'I can statement', please visit our website or click on the weblink:

<https://www.lhprimaryacademy.org.uk/curriculum/subject-overviews>

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Themes and Topics</b>	Timetravellers	What is it Made of?	Treasure Island	Green Fingers	Buildings	Live and Let Live
<b>Key Texts</b>  <b>Including</b> A range of non-fiction books to support teaching and learning across	<ul style="list-style-type: none"> <li>• Ruby's Worry</li> <li>• Click, Clack, Moo Cows that type</li> <li>• Cottonwool Colin</li> </ul>	<ul style="list-style-type: none"> <li>• After the Fall</li> <li>• Gecko's Echo</li> <li>• Elmer</li> </ul>	<ul style="list-style-type: none"> <li>• There's a snake in my school</li> <li>• Room on the broom</li> <li>• Tiddler</li> </ul>	<ul style="list-style-type: none"> <li>• Anna Hibiscus's Song</li> <li>• The Owl who was afraid of the dark</li> <li>• Mog the forgetful cat</li> </ul>	<ul style="list-style-type: none"> <li>• The Giant Jam Sandwich</li> <li>• Burglar Bill</li> <li>• George and the Dragon</li> </ul>	<ul style="list-style-type: none"> <li>• Sonya's Chickens</li> <li>• Can't you sleep little bear?</li> <li>• Six Dinner Sid</li> </ul>
<b>Phonics</b>	<b>RWI Phonics</b> – learning the first 6 set 2 sounds (ay, ee, igh, ow, oo, oo). Blending these in new words and developing speed at reading words with familiar sounds.	<b>RWI Phonics</b> – learning the last set 2 sounds (ar, or, air, ou, oy). Blending these in new words and developing speed at reading words with familiar sounds.	<b>RWI Phonics</b> – learning the first 6 set 3 sounds (ea, oi, a-e, l-e, o-e, u-e). Blending these in new words and developing speed at reading words with familiar sounds.	<b>RWI Phonics</b> – learning the next set 3 sounds (aw, are, ur, er, ow, ai). Blending these in new words and developing speed at reading words with familiar sounds.	<b>RWI Phonics</b> – learning the final set 3 sounds (oa, ew, ire, ear, ure). Blending these in new words and developing speed at reading words with familiar sounds.	Consolidation of sounds and reading of multisyllabic words. Building of speed and fluency for reading longer passages of text.
<b>English Reading</b>	Learning words that cannot be sounded out (red words) based on the RWI storybook they are reading. Re-reading RWI storybooks to develop fluency and storyteller voices. Develop vocabulary, fluency and comprehension skills by reading key texts as a class. Listen to a variety of non-fiction, poetry and fiction books through daily class story time and access to the books.					

*We Aim High, Work Hard, Care Deeply*



## Lynch Hill Primary Academy Curriculum Map for Year 1

<b>English Writing</b>	<p>Learning the basics of sentence structure – use of capital letters, full stops and finger spaces. Activities based on RWI book.</p> <p>Learning the ladder letters formation (l, i, u, t, y).</p>	<p>Beginning to sequence sentences to form short narratives. Activities based on RWI book.</p> <p>Continuing to learn the ladder letters formation (j) and beginning to learn the one-armed robot letters (n, m, h). Looking at capital letters.</p>	<p>Use of 'and' to extend sentences. Begin to experiment with adjectives within writing. Activities based on RWI book.</p> <p>Continuing to learn the one-armed robot letters formation (k, b, p, r).</p>	<p>Beginning to produce longer pieces of writing that show clear structure. Activities based on RWI book.</p> <p>Continuing to learn the curly caterpillar letters formation (c, a, d, e, s, g).</p>	<p>Self-editing work to improve writing. Activities based on RWI book.</p> <p>Continuing to learn the curly caterpillar letters formation (f, q, o) and looking at capital letters.</p>	<p>Use of exclamation marks and question marks throughout pieces of writing. Activities based on RWI book.</p> <p>Learning the letter formation for zig-zag monsters (z, v, w, x).</p>
<b>Maths</b>	<p><b>Number and place value.</b> Numbers to 10, Addition and subtraction within 10. Identify one more and one less within 10. Introduce the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>	<p><b>Number and place value</b> Numbers to 20. To read and write the numbers to 20 in words. <b>Geometry</b> Recognise and name common 2D and 3D shapes.</p>	<p><b>Number and place value</b> Numbers to 50. Addition and subtraction within 20.</p>	<p><b>Length and Height</b> Practical problems for lengths and heights. Measure and begin to record lengths and heights. <b>Weight and volume.</b> Practical problems for mass/weight, capacity and volume.</p>	<p><b>Number and place value within 100.</b> Identify and represent numbers to 100. Counting forwards and backwards. Count read and write numbers to 100 in numerals. Counting in multiples of twos, fives and tens. <b>Fractions</b> Halves and quarters <b>Geometry</b> Describe position, direction and movement.</p>	<p><b>Money</b> To recognise and know the value of different denominations of coins and notes. <b>Time</b> Use of chronological order. Begin to recognise and use language. Tell the time to the hour and half past the hour and draw hands on the clock face.</p>



Lynch Hill Primary Academy  
Curriculum Map for Year 1

<b>Science</b>	<b>Physics - Seasonal Changes</b> Looking at the features of Autumn and finding out how humans, animals and day length are affected by the seasons. <b>Working Scientifically</b> Ask and answer scientific questions.	<b>Physics - Seasonal Changes</b> Observe Changes between Autumn and Winter. Looking at the features of Winter and finding out how humans, animals and day length are affected by the seasons. <b>Chemistry - What is it Made of?</b> Learn about the properties and names of different materials. Distinguish between an object and the material it is made of. <b>Working Scientifically</b> Investigations and experiments. Ask and answer scientific questions.	<b>Physics Seasons</b> Observe Changes between Autumn and Spring. <b>Working Scientifically</b> Ask and answer scientific questions.	<b>Physics - Seasonal Changes</b> Looking at the features of Spring and finding out how humans, animals and day length are affected by the seasons. <b>Biology Green Fingers</b> - Name different plants and trees and know their basic structure. <b>Working Scientifically</b> Investigations and experiments. Ask and answer scientific questions.	<b>Physics - Seasonal Changes</b> Observe Changes between Spring and Summer. <b>Working Scientifically</b> Ask and answer scientific questions.	<b>Physics - Seasonal Changes</b> Looking at the features of Spring and finding out how humans, animals and day length are affected by the seasons. <b>Biology - Let and let live</b> Learn about animals, including humans, looking at how they eat, grow and live. <b>Working Scientifically</b> Investigations and experiments. Ask and answer scientific questions.
----------------	---	--	---	---	--	--



**Lynch Hill Primary Academy  
Curriculum Map for Year 1**

<b>Computing</b>	<b>We are Treasure Hunters</b> Understand what algorithms are. Create and debug simple programs. Recognise common uses of information technology beyond school.	<b>We are TV Chefs</b> To create a set of instructions to make a sandwich. Use logical reasoning to predict the behaviour of simple programs.	<b>We are Painters</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private.	<b>We are Collectors</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.	<b>We are Storytellers</b> Produce a talking book / story with sound effects. Use technology safely and respectfully.	<b>We are Celebrating</b> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
<b>History</b>	<b>Timetravellers</b> Understand how to use timelines and what a timeline is. To begin to make comparisons between the past and now.				<b>Buildings</b> Compare buildings they see now with those from the past. Identify the different materials used, shape, structure and use for each building from different periods of time.	



## Lynch Hill Primary Academy Curriculum Map for Year 1

<b>Geography</b>			<b>Treasure Island</b> Name and locate: three continents and two oceans of the world, three countries and two capital cities of UK by looking at trade routes for pirates. Begin to devise a simple map of real or imaginary places. Use compass directions with increasing accuracy.		<b>Buildings</b> Study an area in the UK and another country and make comparisons. Locate hot and cold areas of the world on maps, atlases and globes. Begin to use basic geographical vocabulary. Express views on the attractive and unattractive features of an environment.	
<b>Art</b>	Through making houses and collage, children can experiment using different mediums such as clay, paper, paint, pencils and crayons to create pieces of artwork. Throughout their work, they will experiment with different techniques such as printing, pattern making and rubbing. To design and create artwork based on their ideas, suggesting improvements. Can talk about famous pieces of art and the basic techniques used in creating them, especially famous pirate artwork.					
<b>Design &amp; Technology</b>			<b>Treasure island</b> Plan and make clay coins by using simple tools and materials to make products.	<b>Green Fingers</b> Plant and observe the growth of their own cress seeds and beans.	<b>Buildings</b> Design and create house fronts by using simple tools and materials to make products.	<b>Let and Let Live</b> Designing and creating a bird feeder.



**Lynch Hill Primary Academy  
Curriculum Map for Year 1**

<b>Music</b>	<p><b>What is Pitch?</b> To know that pitch consists of high and low sounds. and understand dynamics (how to make sounds louder and quieter). To know that sounds can be represented by written symbols.</p>	<p><b>Percussion Instruments</b> To know the names of percussion instruments and to sort them into groups by how they sound and are played. To learn about tempo (fast and slow) and to understand ostinato (a repeated pattern)</p>	<p><b>What is Pulse?</b> <b>What is Rhythm?</b> To know what pulse is and be able to maintain a steady pulse when performing. To know what rhythm is and know the difference between pulse and rhythm.</p>	<p><b>To identify long and short sounds.</b> To make/compose sequences of long and short sounds. Introduce Pitch – (Lah-Soh-Me). Group instruments according to whether they make long/short sounds.</p>	<p><b>Respond to music – timbre, tempo and dynamics</b> Pitch – learn (Doh-me-soh). To make graphic scores (sound pictures). To produce sequences of sound. To be able to follow a conductor.</p>	<p><b>Consolidate learning of pitch, tempo and dynamics.</b> Recap Responding to music – timbre, tempo and dynamics Recap Pitch – (Doh-me-soh). To be able to compose a simple musical sequence or make a simple graphic score.</p>
<b>PSHE Jigsaw</b>	<p><b>Being Me in My World</b> Creation of Learning Charter and thinking about how we fit in the world.</p>	<p><b>Celebrating Difference</b> Looking at how differences make us unique.</p>	<p><b>Dreams and Goals</b> Looking at how we can work cooperatively and how it feels to work towards things we want.</p>	<p><b>Healthy Me</b> Looking at different ways we can keep our bodies and minds healthy.</p>	<p><b>Relationships</b> Looking at different types of relationships and how we can problem solve.</p>	<p><b>Changing Me</b> Looking at the physical differences between boys and girls.</p>
<b>RE Discovery</b>	<p><b>Theme:</b> Creation Story <b>Concept:</b> God/Creation <b>Key Question:</b> Does God want Christians to look after the world? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Jesus as a friend <b>Concept:</b> Incarnation <b>Key Question:</b> Was it always easy for Jesus to show friendship? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter - Palm Sunday <b>Concept:</b> Salvation <b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Shabbat <b>Key Question:</b> Is Shabbat important to Jewish children? <b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Rosh Hashanah and Yom Kippur <b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children? <b>Religion:</b> Judaism</p>
<b>Possible Trips, Presentations &amp; Events</b>		Christmas Play				End of Year Trip