Lynch Hill Primary Academy
Curriculum Map for Year 1

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Texts	➢ Ruby's Worry ➢ Click, Clack, Moo Cows that type ➢ Cottonwool Colin	➢ After the Fall ➢ Gecko's Echo ➢ Elmer	➢ There's a Snake in my School ➢ Room on the Broom ➢ Tiddler	➢ Anna Hibiscus's Song ➢ The Owl who was afraid of the dark ➢ Mog the Forgetful Cat	➢ The Giant Jam Sandwich ➢ Burglar Bill ➢ George and the Dragon	➢ Sonya's Chickens ➢ Can't you sleep little bear? ➢ Six Dinner Sid
Phonics (RWI – Read Write Inc)	**RWI Phonics** 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.	**RWI Phonics** Learning the last set 2 sounds (ar, or, air, ir, ou, oy). Blending these in new words and developing speed at reading words with familiar sounds.	**RWI Phonics** Learning the first 6 set 3 sounds (ea, oi, a-e, i-e, o-e, u-e). Blending these in new words and developing speed at reading words with familiar sounds.	**RWI Phonics** 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.	**RWI Phonics** Learning the next set 3 sounds (oa, ew, ire, ear, ure). Blending these in new words and developing speed at reading words with familiar sounds.	**RWI Phonics** Learning the final set 3 sounds (tion, tious/ cious,). Blending these in new words and developing speed at reading words with familiar sounds.
English Writing (RWI – Read Write Inc)	Learning the basics of sentence structure – use of capital letters, full stops and finger spaces. Activities based on RWI book.	Beginning to sequence sentences to form short narratives. Activities based on RWI book.	Use of 'and' to extend sentences. Activities based on RWI book.	Beginning to produce longer pieces of writing that show clear structure. Activities based on RWI book.	Self-editing work to improve writing. Activities based on RWI book.	Use of exclamation marks and question marks throughout pieces of writing. Activities based on RWI book.

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Maths	**Number and place value.** In this unit, children gain confidence in counting, reading and writing numbers up to 10. They develop fluency in identifying and representing numbers in different representations and in applying these skills in different contexts **Addition and Subtraction (within 10)** In this unit, children will begin to use symbols in written number sentences, and they will use a variety of vocabulary to describe these	**Number and place value within 20** In this unit, children gain confidence in counting, reading and writing numbers up to 20. They develop fluency in identifying and representing numbers in different representations and in applying these skills in different contexts **Geometry** Recognise and name common 2D and 3D shapes	**Number and place value within 50** In this unit, children gain confidence in counting, reading and writing numbers up to 50. They develop fluency in identifying and representing numbers in different representations and in applying these skills in different contexts **Addition and Subtraction (within 20)** In this unit, children will begin to use symbols in written number sentences, and they will use a variety of vocabulary to describe these. Explore number facts within twenty and will find different ways to represent them	**Length and Height Weight and volume.** Children learn the vocabulary they will need to compare and describe measurement and develop their reasoning skills through solving practical problems. The children explore both non-standard and standard units of measure and apply their skills of measuring and recording in a wide range of real-life contexts	**Number and place value within 100.** In this unit, children gain confidence in counting, reading and writing numbers up to 100. They develop fluency in identifying and representing numbers in different representations and in applying these skills in different contexts **Fractions** Children explore halves and quarters in shapes and numbers **Geometry** Describe position, direction and movement	**Money** **Time** Children learn the vocabulary they will need to compare and describe measurement and develop their reasoning skills through solving practical problems. The children explore both non-standard and standard units of measure and apply their skills of measuring and recording in a wide range of real-life contexts

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Science	**Biology – Animals** Children will learn about five of the groups that scientists use to classify animals: mammals, fish, birds, reptiles and amphibians. They will learn to identify the group an animal belongs to by its features and will classify animals according to their group. They will also learn about the different diets animals eat. Children **will** classify animals according to their own criteria. **Working Scientifically** Investigations and experiments. Ask and answer scientific questions.	**Physics - Seasonal Changes – Autumn and Winter** 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. **Working Scientifically** Children will take part in investigations, experiments and make scientific observations. They will ask and answer scientific questions.	**Biology – Human Body Parts** In this unit children will learn that humans are mammals. They will learn the names of the outside body parts and their uses. They will learn about some of the organs of the body and their uses. Children will then learn about the body parts used for their senses. **Working Scientifically** Children will take part in investigations, experiments and make scientific observations. They will ask and answer scientific questions.	**Biology – Plants** Children learn to name the basic parts of a plant, including seeds and trees. Children also learn to identify, name and describe a variety of garden and wild plants as well as evergreen and deciduous trees. The children identify, compare and classify plants. **Working Scientifically** Children will take part in investigations, experiments and make scientific observations. They will ask and answer scientific questions.	**Physics - Seasonal Changes – Spring and Summer** Observe Changes between Spring and Summer and finding out how humans, animals and day length are affected by the seasons. **Working Scientifically** Children will take part in investigations, experiments and make scientific observations. They will ask and answer scientific questions.	**Chemistry – Everyday Materials** Learn about the properties and names of different materials. The children learn about waterproof materials and carry out their own investigations to test materials They also learn about recycling and sustainability. **Working Scientifically** Children will take part in investigations, experiments and make scientific observations. They will ask and answer scientific questions.

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Computing	**Being Safe in a Digital World –** Online Self Image and identity **Introduction to Purple Mash** This unit introduces Purple Mash to children, and the essential basic knowledge and skills required for the Year 1 units. Through a range of activities, children will learn about 2Dos, saving work and navigating to key areas. **Creative Computing** This unit gives children the opportunity to develop their mouse, keyboard and basic computing skills using creative tools. Children will use the 2DIY tools to paint, create jigsaws and make simple drag and drop games.	**Being Safe in a Digital World -** Online Relationships **Creative Computing** (continued) **Data Explorers** This unit introduces children to using software tools to group and sort recognisable objects. Children will develop their understanding of how this relates to organising and interpreting data. By the end of the unit, children have the opportunity to collect simple data and present it in a pictogram.	**Being Safe in a Digital World -** Online Bullying **Creating and following instructions** This unit forms the basis for understanding simple algorithms and algorithmic thinking. This is facilitated through unplugged activities before moving to sequencing activities on digital devices. This is a foundational unit, introducing the basis of logical thinking in preparation for coding.	**Being Safe in a Digital World -** Managing Online Information **Animated Stories** In this unit children create digital books using the 2Create a Story tool. They learn how to work with images, text and sound. Children also learn how to animate simple objects. **Coding** Introducing block coding using 2Code Children will learn what instructions are and predict what might happen when they are followed. They will learn how to use code to make a computer program. They will learn what objects, actions, and backgrounds are. By the end of the unit, they will have learned the skills to plan and make a simple computer program.	**Being Safe in a Digital World –** Health, Wellbeing and Lifestyle **Coding** (continued) **Technology Around Us** The focus in this unit is defining and understanding what technology is and understanding the safe use of technological devices. Children will relate this to school, home, outside and to its use in the wider world.	**Being Safe in a Digital World –** Online Privacy and Security **Technology Around Us** (continued) **Making Beats** This unit introduces the concept of digital music. Children will be creating sounds using 2Explore. They will combine instruments using 2Beat and will learn to compose digital music.

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History		**Changes within living memory:** What changed during Elizabeth II's lifetime? · A princess in wartime Britain · The princess who spoke to the nation · The first televised coronation · The Queen's clothes tell a story · A queen of four nations, head of the Commonwealth · Saying goodbye and remembering a reign		**Photographs from history:** What can they tell us about Britain's recent past? · The invention of photography · A family portrait from 140 years ago · Late Victorian seaside photographs · Photos of Britain in the past compared to now		**Traditional stories:** What do they tell us about the distant past? · St Patrick (The Shamrock and the Snakes of Ireland) · Robert the Bruce (Robert Bruce and the spider) · Aethelflaed, Lady of Mercia (Aethelflaed and the bones of Saint Oswald) · Owain Glyndwr, Prince of Wales
At Lynch Hill, the geography covers three concepts: People and Places, The Natural World and Locational Knowledge						

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Geography	**Local area: where do we go to school?** · Our school · Our school from above · Our school in ten photos · Jobs in our school · Describing locations **Fieldwork**: Autumn in the school grounds		**Local area: where do we live?** · Our homes · Our local area · The street outside our school · Buildings and features near our school · How do we get to school (combined with Planning a route) · Mapping our journey to school		**Local to global: how can we identify special places?** · Annotating our map of the school grounds · Describing and locating our favourite places · The seven wonders of the natural world · Human wonders of the world · Continents · Oceans	
Art & Design		**Make Your Mark**: Children explore different types of lines (including wavy, straight and cross hatch). Children then apply this knowledge to draw with a range of media in a number of different ways.		**Learning about paint and brush control:** Children will explore paint and learn about different brushstrokes. They will learn about keeping colours bright and clean, and produce work inspired by Alma Thomas.		**Paper Play:** Children use paper to create a variety of sculptures, thinking about how to create a variety of 3D shapes and how to attach these together.

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Design & Technology	**Structures – Stable Structures:** Children to investigate stable shapes. They will use an understanding of balance to discover how wide or heavy bases improve stability in freestanding structures.		**Textile - Puppets**: Children to design and create their own puppets by joining fabric and decorating it and evaluate their work.		**Cooking and Nutrition - Making smoothies** Children to learn how to identify fruits and vegetables. Learn how and where fruits grow and learn to cut and juice them. Testing ingredients and making smoothies. Evaluate and improve their work.	
At Lynch Hill, Music lessons cover 7 key strands: Songs/Singing, Kodaly/Pitch, Pulse/Rythm, Listening, Improvisation, Composition, and Performance						

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Music	**What is Pitch?** To know that pitch consists of high and low sounds and understand dynamics (how to make sounds louder and quieter, higher and lower) To know that sounds can be represented by written symbols	**Percussion Instruments** To know the names of percussion instruments and to sort them into groups by how they are played and how they sound To learn about tempo (fast and slow) and to understand ostinato (a repeated pattern)	**What is Pulse? What is Rhythm?** To know what pulse is and be able to maintain a steady pulse (beat) when performing or playing an instrument To know what rhythm is and know the difference between pulse and rhythm. Show differences using instruments	**To identify long and short sounds.** To compose sequences of long and short sounds. Introduce Pitch (Doh- Me - Soh) Group instruments according to whether they make long/short sounds Practice and perform songs with long and short sounds. Can they identify them?	**Respond to music – timbre, tempo and dynamics** Pitch – learn (Doh-Me-Soh). To make graphic scores (sound pictures) To produce sequences of sounds. Can they represent the sounds on different instruments?	**Consolidate learning of Pitch, Pulse, Rhythm tempo and dynamics.** Recap responding to music – timbre, tempo and dynamics Recap Pitch (Doh-Me-Soh) and rhythm To compose their own rhythms and pitch sequences using their body/ instruments and perform in small groups or whole class
PSHE Jigsaw	**Being Me in My World** Creation of Learning Charter and thinking about how we fit in the world	**Celebrating Difference** Looking at how differences make us unique	**Dreams and Goals** Looking at how we can work cooperatively and how it feels to work towards things we want	**Healthy Me** Looking at different ways, we can keep our bodies and minds healthy	**Relationships** Looking at different types of relationships and how we can solve problems	**Changing Me** Looking at the physical differences between boys and girls

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RE	**Christianity** **Key Question:** What do Christians believe about God?	**Christianity** **Key Question:** What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	**Christianity** **Key Question:** Was it always easy for Jesus to show friendship?	**Christianity** **Key Question:** Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	**Judaism** **Key Question:** Is Shabbat important to Jewish children?	**Judaism** **Key Question:** Are Rosh Hashanah and Yom Kippur important to Jewish people?
Possible Trips, Presentations & Events		Christmas Play		Learning Presentation		Summer trip - Beale Park Sports Day LHS Games week