

Marine Academy Primary Year 1 Curriculum Map 2017-2018

Year 1	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p>Who am I?</p>  <p>By learning about ourselves and each other, we are able to celebrate our differences whilst also seeing all the things that we have in common. We are all individuals, but together we make up a wider community - one that should support and respect one another.</p>	<p>The Magic Toymaker</p>  <p>Toys come in many shapes and sizes. They are made of different materials but all are designed for us to have fun with, to learn new skills and to exercise our bodies and our imagination.</p>	<p>The Stories People Tell</p>  <p>Many of the stories that we enjoy today are influenced by the stories that have been passed down through the ages. By studying older stories, such as myths and legends, we can become storytellers too, writing and performing our own stories to entertain people today.</p>	<p>Let's Celebrate</p>  <p>Celebrations are an important part of human life. They are one of the things that make us uniquely human. All peoples and cultures, from every part of the world, take part in and hold celebrations to mark special events and special times in someone's life.</p>	<p>The Earth – Our Home</p>  <p>All living things – plants, animals and people – have a home or somewhere to live that we call a 'habitat'. A habitat can be huge like the ocean or small like a leaf. A habitat could be a forest on the other side of the world or it could be a tree in our local area. Do you know any habitats?</p>	<p>Hooray...Let's go on Holiday!</p>  <p>Holidays are special days when we take a rest from school and work. Our holidays in the past were very different from holidays today. Now that travel to all parts of the world and even space is possible, who knows where we will go for our holidays in the future?</p>
English Writing	<p>Fiction: Traditional Tales <i>Dear Mother Goose</i> by Michael Rosen</p> <p>Non-Fiction: Labels, Lists and Signs <i>Transport</i> by Ruth Thomson (Your Local Area series)</p>	<p>Fiction: Fantasy <i>The Day Louis Got Eaten</i> by John Fardell</p> <p>Non-Fiction: Instructions <i>How to Catch Santa</i> by Jean Reagan</p>	<p>Fiction: Fairy Stories <i>'Snow White' from Classic Fairy Tales</i> by Berlie Doherty <i>and Story Box</i> by Anne Laval</p> <p>Non-Fiction: Letters 'Dress up as...' www.bookaid.org/wp-content/uploads/2016/04/WHERES-WALLY-final.pdf</p>	<p>Non-Fiction: Information Texts <i>Chinese New Year (Festivals Around the World)</i> by Grace Jones</p> <p>Fiction: Stories with Repeating Patterns <i>It's My Birthday</i> by Helen Oxenbury</p>	<p>Fiction: Stories in Familiar Settings <i>Stuck</i> by Oliver Jeffers</p> <p>Non-Fiction: Information Texts <i>Dino-Dinners</i> by Mick Manning and Brita Granström</p>	<p>Fiction: Stories with Repeating Patterns <i>Fatou, Fetch the Water</i> by Neil Griffiths</p> <p>Non-Fiction: Information Texts <i>Hot and Cold</i> by Terry Jennings and <i>Honor Head (Now You Know Science series)</i></p>

English Reading	Poetry: Songs and Repetitive Poems (1 week)	Poetry: Poems with Pattern and Rhyme (1 week)	Poetry: Traditional Poems (1 week)	Poetry: Poems about the Senses (1 week)	Poetry: Poems about Nature (1 week)	Poetry: Humorous Poems (1 week)
Maths	<p>Unit 1: Numbers to 10 Counting to 10 Compare Order and Pattern</p> <p>Unit 2: Number Bonds Making number bonds</p> <p>Unit 3: Addition within 10 Ways to add Making addition stories Solving word problems</p> <p>Unit 4: Subtraction within 10 Ways to subtract Making subtraction stories Solving word problems Making a family of number sentences</p>	<p>Unit 5: Shapes and Patterns Getting to know shapes Making pictures from shapes Seeing shapes in things around us Getting to know patterns Making more patterns</p> <p>Unit 6: Ordinal Numbers Knowing ordinal numbers Naming left and right positions</p> <p>Unit 7: Numbers to 20 Counting to 20 Place value Compare Order and pattern</p>	<p>Unit 8: Addition and Subtraction within 20 Ways to add Ways to subtract Solving word problems</p> <p>Unit 9: Length Comparing two things Comparing more things Using a start line Measuring things Finding lengths in units</p>	<p>Unit 10: Mass Comparing things Finding the masses of things Finding mass in units</p> <p>Unit 11: Picture Graphs Simple picture graphs More picture graphs</p> <p>Unit 12: Numbers to 40 Counting to 40 Place value Comparing, order and pattern Simple addition More addition Simple subtraction More subtraction Adding three numbers Solving word problems</p>	<p>Unit 13: Mental Calculations Mental addition Mental subtraction</p> <p>Unit 14: Multiplication Adding the same number Making up multiplication stories Solving word problems</p> <p>Unit 15: Division Sharing equally Finding the number of groups</p> <p>Unit 16: Time Telling the time to the hour Telling the time to the half hour</p>	<p>Unit 17: Numbers to 100 Counting Place value Comparing, order and pattern Simple addition More addition Simple subtraction More subtraction</p> <p>Unit 18: Money (1) Getting to know our money Exchanging money Work out the amount of money</p> <p>Unit 19: Money (2) Adding and subtracting in pence Adding and subtracting in pounds Solving word problems</p>
Science	<p>Who am I? Learning objectives: To identify, name, draw and label the basic parts of the human body. To say which part of the body is associated with each sense. Working scientifically skills: To observe things using simple equipment. To identify and sort different things. To collect and record data to help answer questions.</p>	<p>Treasure Island Learning objectives: To identify and name a variety of plants. To identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. To describe and compare the structure of a fish with humans and some other animals. To describe the simple physical properties of a variety of everyday materials. Working scientifically skills: To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identify and classify.</p>	<p>On Safari Learning objectives: To identify and name a variety of common invertebrates. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common invertebrates. Working scientifically skills: To ask simple questions and recognise that they can be answered in different ways. To observe closely. To perform simple tests. To identify and classify. To gather and record data to help in answering questions. To describe the simple physical properties of a</p>	<p>Celebrations Learning objectives: To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To identify and describe the basic structure of a variety of common plants, including roots, stem/trunk, leaves and flowers. Working scientifically skills: To observe things using simple equipment. To identify and classify. To perform simple tests. To use observations and ideas to suggest answers to questions.</p>	<p>Polar Adventurers Learning objectives: To name animals that are birds, fish and mammals. To name common animals that are carnivores, herbivores and omnivores. To describe and compare different common animals. To describe the properties of everyday materials that are transparent, translucent, opaque, waterproof, flexible. To compare and group materials that are transparent, translucent, opaque, waterproof, flexible. Working scientifically skills: To ask questions and recognise that they can be answered in different ways observing closely, e.g. ice activities. To perform simple tests.</p>	<p>Holiday Learning objectives: To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a</p>

		To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.	variety of everyday materials.	To gather and record data to help in answering questions.	To identify and classify different materials and animals. To use their observations and ideas to suggest answers to questions, e.g. ice activities.	variety of everyday materials. To describe and compare the structure of a fish with humans and some other animals. Working scientifically skills: To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.
SMSC	We're All Stars! 1. Devising a class charter 2. Getting to know each other 3. Problem-solving 4. Looking after each other 5. Happy playtimes 6. Making choices	Daring To Be Different 1. Our likes and dislikes 2. Feeling proud 3. Being special 4. Recognising worries 5. Staying calm and relaxed 6. Standing up for myself	Living Long, Living Strong 1. Keeping clean 2. Growing and changing 3. SRE: families and care 4. Looking after our teeth 5. Staying healthy 6. Setting a simple personal goal	Be Friendly, Be Wise 1. Making friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. Hazards in the home and fire safety 6. Road safety	Joining In And Joining Up 1. Listening effectively 2. Expressing opinions 3. Knowing right and wrong 4. Needs of living things 5. Developing responsibility - looking after animals 6. Who else looks after animals?	Dear Diary 1. Asking for help 2. Feeling loved and cared for 3. Managing uncomfortable feelings – proud and jealous 4. Thoughts, feelings and behaviour 5. Dealing with worries 6. Supporting each other
Foundation Subjects	Please see International Primary Curriculum (IPC) Topic Booklets for each Unit.					
	Society Art Science Geography International	History Science Technology International	History Art Geography Society International	History Technology Art Society International	Science Technology International	Geography History Art Society International
Enriched Curriculum Activity	A walk in the local area, including St Budeux shops and the Library.	Trip to Build a Bear and The Entertainer toy shop	Trip to the Theatre Royal to watch 'The Enormous Turnip'	Chinese New Year Celebration in School Visit to the local Church Easter Egg Hunt at Mount Edgecombe	Trip to the Eden Project Trip to King's Tamerton Woods	Holiday Day in School Trip to Cawsand Beach
French	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 		<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases read carefully and show understanding of words, phrases and simple writing 		<ul style="list-style-type: none"> appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	

	<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help present ideas and information orally to a range of audiences 	<ul style="list-style-type: none"> present ideas and information orally to a range of audiences 	<ul style="list-style-type: none"> describe people, places, things and actions orally and in writing present ideas and information orally to a range of audiences 			
Computing	<p>Term 1: We are treasure hunters - Using programmable toys</p> <p>Term 2: We are painters - Illustrating an eBook</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs 	<p>Term 3: We are storytellers - Producing a talking book</p> <p>Term 4: We are celebrating - Creating a card electronically</p> <ul style="list-style-type: none"> use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Term 5: We are collectors - Finding images using the web</p> <p>Term 6: We are TV chefs - Filming the steps of a recipe</p> <ul style="list-style-type: none"> communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school. 			
RE	<p><u>Why are some times special?</u></p> <p>Theme: Festivals of Light</p> <p>This enquiry explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals</p> <ul style="list-style-type: none"> What special times and seasons can I remember? Why were these times special? Why are some festivals and celebrations special? When do they happen? What do they remember? What do people do and why? What special objects might be used in festivals and celebrations? How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives? 	<p><u>Why are some symbols and places special?</u></p> <p>Theme: Symbols including Easter</p> <p>This enquiry explores how religions and beliefs express aspects of human nature in a variety of creative ways</p> <ul style="list-style-type: none"> What places are special to me? Why are they special? What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home) What do these buildings that are special to religious or belief communities look like? Do they have special places, objects, pictures or symbols? How are these used? What do they tell us about what people believe? 	<p><u>How should we live our lives?</u></p> <p>Theme: Leaders and Teachers</p> <p>This enquiry explores how religious and other beliefs affect approaches to moral issues</p> <ul style="list-style-type: none"> How does what I do affect other people? What rules and codes of behaviour help me know what to do? What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness) How do some stories from religions and beliefs and the example set by some people show me what to do? 			
PE	<p>Term 1: Tag Rugby</p> <p>Term 2: FUNdamental Movement Games</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching participate in team games, developing simple tactics for attacking and defending 	<p>Term 3: Gymnastics</p> <p>Term 4: Dance</p> <ul style="list-style-type: none"> perform dances using simple movements and patterns as well as developing balance, agility and coordination and begin to apply these to a range of activities 	<p>Term 5: Athletics</p> <p>Term 6: Kwik Cricket</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination and begin to apply these to a range of activities participate in team games, developing simple tactics for attacking and defending 			
Music	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> play tuned and detuned instruments musically listen with concentration and understanding to a range of high quality live and recorded music 	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter related dimensions of music 			
Role Play Area	Library	Toy Workshop	Theatre	Party Shop	Rainforest	Beach
	House				Woods	Travel Agents