

# SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 1

Subject	Autumn Term		Spring Term		Summer Term	
<b>English</b>	<p><b>Core Text: Stories by Julia Donaldson</b> <b>e.g: Snail and the Whale.</b></p> <p>Children explore a range of interesting and engaging texts through different cross-curricular activities in order to provide a structured and stimulating transition from reception. Children will also explore texts linked to science and geography work.</p> <p><b>Writing Opportunities:</b> Lists/Labels Recounts Sequencing/Retelling stories Describing settings using senses Describing characters</p> <p><b>Grammar/Composition:</b> Write using full sentences and finger spaces Beginning to use capital letters and full stops Adjectives Spell making phonically plausible attempts Spell some exception words Form capital letters and lower case letters correctly</p>	<p><b>Core Text: Stories by Julia Donaldson e.g: Room on a Broom and the Gruffalo. We're going to find the monster by Malorie Blackman.</b></p> <p>Children continue to look at books by Julia Donaldson and explore alphabetical order. Children then move on to study non-fiction texts relating to the history topic.</p> <p><b>Writing Opportunities:</b> Instructions Setting and character description Retelling stories Stories based on a Julia Donaldson story Non-fiction writing</p> <p><b>Grammar/Composition:</b> Write simple sentences with finger spaces, full stops and capital letters. Consolidate 'holding a sentence' and sentence structure Time words and sequencing words Adjectives Conjunctions Continue to spell making phonically plausible attempts Continue to spell exception words Form capital letters and lower case letters correctly</p>	<p><b>Core Texts: Beegu and Where the Wild Things Are</b></p> <p>Children explore 'Beegu' using emotional literacy, making links to our living values. They also explore the story of 'Where the Wild Things Are' through drama and sequencing activities. They plan and write part of the story by changing key elements</p> <p><b>Writing Opportunities:</b> Retelling story of Beegu Beegu Diary Entry Describing characters and settings Adapting and writing part of a story</p> <p><b>Grammar/Composition:</b> Consolidate and build on all previous statements Develop use of sentence openers in non-fiction writing Develop sentences using conjunctions. Begin to use commas and more ambitious description Begin to use question marks and exclamation marks Understand what a verbs is Develop an understanding of the simple past and the suffix 'ing' and 'ed' Continue to spell making phonically plausible attempts Continue to spell exception words Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. Separate words with spaces.</p>	<p><b>Core Text: Poetry and non-fiction texts</b></p> <p>Children explore information writing through our scientific study of plants. Children then explore a range of poems and the features of poetry including alliteration, similes, onomatopoeia and personification.</p> <p><b>Writing Opportunities:</b> Poetry Explanation/Instructions Information Reports linked to Science topic of 'Plants'.</p> <p><b>Grammar/Composition:</b> Consolidate and build on all previous statements Extend use of adjectives and introduce similes Descriptive phrases and devices linked to poetry. Commas/exclamation marks Focus on past tense Continue to extend sentences using different conjunctions Continue to spell making phonically plausible attempts Continue to spell exception words Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. Separate words with spaces.</p>	<p><b>Core text: Traditional tales/fables</b></p> <p>Children read, explore and immerse themselves in a range of traditional tales/fairy tales and fables. They explore stories through a range of drama and role-play activities. They explore modern versions of these tales and focus on retelling familiar stories/tales.</p> <p><b>Writing Opportunities:</b> Letters Character and setting description Narrative story writing Recounts Diary entry</p> <p><b>Grammar/Composition:</b> Consolidate and build on all previous statements Explore different ways of opening sentences Introduce a wider range of conjunctions and descriptive vocabulary Consolidate all previous punctuation including question marks and exclamation marks. Use of speech in stories (not speech marks) Commons/Proper/Pro-Nouns Singular and plurals nouns Prefix 'un' Suffix 'ing' 'ed' 'er' Continue to spell making phonically plausible attempts Spell many common exception words. Form capital and lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p><b>Core Text: Non-fiction writing related to the history topic the Battle of Hastings</b></p> <p>Children begin to understand and use a dictionary and alphabetical order. They then complete writing linked to the Battle of Hastings.</p> <p><b>Writing Opportunities:</b> Recounts Information/Historical writing Persuasive writing Diary entry Explanation/Historical Persuasive writing</p> <p><b>Grammar/Composition:</b> Consolidate and build on all previous statements Explore different ways of opening sentences Introduce a wider range of conjunctions and descriptive vocabulary Consolidate all previous punctuation including question marks and exclamation marks Use of speech in stories (not speech marks) Commons/Proper/Pro-Nouns Singular and plurals nouns Prefix 'un' Suffix 'ing' 'ed' 'er' Continue to spell making phonically plausible attempts Spell many common exception words. Form capital and lower-case letters in the correct direction, starting and finishing in the right place.</p>

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	<p><b><u>Reading/Phonics: Little Wandle Letters and Sounds Progression and Planning/National Curriculum for Spelling</u></b></p> <p><u>Word level:</u> Children revisit phonics learnt in reception and steadily begin to look at Phase 5 sounds. They develop their ability to read each grapheme learnt and consolidate their ability to write words with the correct graphemes. They apply their phonic knowledge and skills as the route to decode words and start to read other words of more than one syllable that contain taught graphemes/phonemes. Children begin to read some tricky exception words. They build on their ability to re-read phonically decodable books to build up fluency and confidence in word reading.</p> <p><u>Comprehension:</u> Children can explain clearly their understanding of what is read to them and participate in discussion about what is read to them, taking turns and listening to what others say. They begin to answer questions in discussion with the teacher and make simple inferences. They can retell some of a familiar story/rhyme, when being read to by an adult. Children explore a range of high quality, diverse texts to engage and support pleasure for reading.</p>	<p><b><u>Reading/Phonics: Little Wandle Letters and Sounds Progression and Planning/National Curriculum for Spelling</u></b></p> <p><u>Word level:</u> Children continue to develop segmenting and blending, building up their automaticity and continue with Phase 5 sounds. They develop their ability to respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Children read accurately by blending sounds in unfamiliar words containing graphemes/phonemes that have been taught and continue to read many common exception words. Children read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words.</p> <p><u>Comprehension:</u> Children begin guided reading and developing reading comprehension skills as a group. Children explain what has happened so far in what they have read and demonstrate an understanding of both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done. They develop their ability to check that the text makes sense as they read and correct inaccurate reading. They continue to explore high quality diverse texts as part of reading for pleasure.</p>	<p><b><u>Reading/Phonics: Little Wandle Letters and Sounds Progression and Planning/National Curriculum for Spelling</u></b></p> <p><u>Word level:</u> Children continue and revise of all phase 5 sounds and their alternatives. They prepare for the Phonics Screening Check, reading real and alien (non-sense) words. Children build on their ability to read aloud many words containing taught graphemes/phonemes quickly and accurately with and without overt sounding and blending. Children begin to read words with -s, -es, -ing, -ed, -er and -est endings, as well as words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). They use their phonic knowledge to read compound words. Children read most common tricky exception words for Year 1.</p> <p><u>Comprehension:</u> Children understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far. They further develop their understanding by drawing on what is already known or on background information and vocabulary provided by the teacher to make inferences. They develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences. They continue to explore high quality diverse texts as part of reading for pleasure.</p>
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## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 1

<p><b>Maths</b></p>	<p><b><u>Place Value and Number:</u></b> Counting, writing and ordering numbers to 20. Developing an understanding of how numbers combine in different ways using 'part part whole'. Identifying, counting and representing numbers using objects and pictorial representations to 20. Place value for numbers 11-20, understanding and representing these numbers using objects and pictures. Identifying 1 more and 1 less than a number within 20. Beginning to count in 2s. <b><u>Addition and subtraction:</u></b> Representing and using number facts within and for 10 using bar models and 'part part whole' Beginning to use number facts to find missing numbers for numbers within 10. (e.g. <math>2 + ? = 5</math>) Interpreting and using mathematical symbols <math>+</math> <math>=</math> Solving addition sentences involving 1 digit numbers and some 2 digit to 1 digit numbers using a range of practical and mental methods. <b><u>Geometry Shape:</u></b> Recognising and naming common 2D and 3D shapes discretely and as everyday objects. Beginning to describe properties of 2D shapes. Describing position, direction and movement, including whole, half, quarter and three quarter turns.</p>	<p><b><u>Place Value and Number:</u></b> Counting, writing and ordering numbers to 20. Identifying, counting and representing numbers using objects and pictorial representations to 20. Writing numbers to 10 in words. Counting in 2s, 5s and 10s <b><u>Addition and subtraction:</u></b> Continuing to develop an understanding of how to make numbers up to 20 in different ways using 'part, part, whole'. Continuing to use number facts to find missing numbers for numbers within 20. (e.g. <math>10 - ? = 5</math>) Interpreting and using mathematical symbols <math>-</math> <math>=</math> Solving subtraction sentences involving 1 digit numbers and some 2 digit to 1 digit numbers using a range of practical and mental methods. <b><u>Measures Length and Height:</u></b> Beginning to use standard units of measurement to measure length and height. Comparing, describing and solving practical problems involving length and height, using related language for length. E.g. long/short, longer/shorter.</p>	<p><b><u>Place Value and Number:</u></b> Counting to 50 forwards and backwards from any given number. Reading, writing and ordering numbers to 50. Identifying and representing numbers using objects and pictorial representations. Consolidating 1 more and 1 less than a number, moving on to 2 more, 2 less etc using practical resources and a 100 square. Counting in 2s, 5s and 10s. Partitioning 2 digit numbers to 50 into Tens and Ones using dienes and ones cubes. <b><u>Addition and subtraction:</u></b> Consolidating number facts within 20. Securing addition and subtraction using a range of practical and mental methods. Adding and subtracting 2 digit and 1 digit numbers (e.g. <math>12 + 4</math> <math>25 - 3</math>). Starting to add 10s to a number using Tens and Ones knowledge and a 100 square. <b><u>Measures Time:</u></b> Recognising and using language relating to dates, including days of the week, months and years. Sequencing events in chronological order using language. (e.g. first, next, before, after etc)</p>	<p><b><u>Measure Time:</u></b> Reading the given time to the hour and half past the hour, interpreting hands on a clock face. Telling the time to the hour and half past the hour, drawing hands on a clock face to show these times. Recognising and using language relating to dates, including days of the week, months and years. Sequencing events in chronological order using language. (e.g. first, next, before, after etc) <b><u>Multiplication and division:</u></b> Counting in multiples of 2, 5 and 10. Using counting strategies to solve problems. Grouping objects into groups of 2s, 5s and 10s, beginning to understand multiplication as adding groups of numbers. Using arrays to solve multiplication sentences. Using the <math>\times</math> symbol and understanding that it means 'lots of/groups of'. Sharing numbers into 2s, 5s and 10s, beginning to understand division as sharing objects equally. Using sharing circles to solve division sentences. Understanding and interpreting the division symbol. Solving one step problems involving multiplication and division. <b><u>Fractions:</u></b> Relating division work to fractions. Recognising, finding and naming a half as one of two equal parts of an object, shape or quantity. Recognising, finding and naming a quarter as one of four equal parts of an object, shape or quantity.</p>	<p><b><u>Geometry Shape:</u></b> Consolidating knowledge of common 2D and 3D shapes. Beginning to describe common 3D shapes. Continuing and creating simple shape patterns. Continuing to develop knowledge of position, direction and movement, including whole, half, quarter and three quarter turns. <b><u>Place Value and Number:</u></b> Counting to 100 forwards and backwards from any given number. Reading, writing and ordering numbers to 100. Finding 10 more 10 less using practical resources and a 100 square. Counting in 2s, 5s and 10s. Learning about odd and even numbers. Revising partitioning 2 digit numbers to 100 into Tens and Ones using dienes and ones cubes. <b><u>Addition and subtraction:</u></b> Representing and using number facts within 20, involving addition and subtraction sentences. Beginning to understand commutativity, inverse and related number sentences. Using this knowledge to find missing numbers and solving more complex number sentences (e.g. <math>7 = ? - 9</math>, <math>2 + 3 = ? + 4</math>). Consolidating on addition and subtraction strategies. Solving one step problems involving addition and subtraction, identifying key vocabulary. <b><u>Measure Time:</u></b> Reading the given time to the hour and half past the hour, interpreting hands on a clock face. Telling the time to the hour and half past the hour, drawing hands on a clock face to show these times.</p>	<p><b><u>Measure Time:</u></b> Reading the given time to the hour and half past the hour, interpreting hands on a clock face. Telling the time to the hour and half past the hour, drawing hands on a clock face to show these times. <b><u>Number and Number facts:</u></b> Consolidating number bonds within 20 and for 10 and 20. Finding doubles and halves of numbers. Writing numbers to 20 in words. <b><u>Multiplication and division:</u></b> Revising grouping and sharing strategies. Solving multiplication and division problems using arrays and pictorial representations. Beginning to understand that multiplication is commutative. <b><u>Fractions:</u></b> Recognising, finding and naming a half as one of two equal parts of an object, shape or quantity. Recognising, finding and naming a quarter as one of four equal parts of an object, shape or quantity. <b><u>Measures Money, Weight, Volume/Capacity</u></b> Recognising and knowing the value of different coin denominations. Adding similar and different coins. Using coins to make the same/different amounts. Beginning to use standard units of measurement to measure weight and volume/capacity. Comparing, describing and solving practical problems involving weight and volume/capacity, using related language. E.g. heavier/lighter, full/empty/half full/quarter <b><u>Data handling:</u></b> Collecting data and representing it using pictograms and bar charts.</p>
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## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 1

<p><b>Science</b></p>	<p><b><u>Animals including humans-the Human Body and our senses</u></b>  <b>Knowledge:</b> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  <b>Skills:</b> use first-hand close observations to make detailed drawings. Name body parts correctly when talking about measurements and comparisons. Talk about their findings from investigations using appropriate vocabulary.  <b>Vocabulary:</b> head, neck, arms, elbows, legs, knees, face, hair, mouth, teeth, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue  <b>Key activities/events:</b> senses walk, Look at photos of children as babies &amp; make observations. Discuss &amp; observe changes in humans as they get older. Investigate how to keep our body healthy through food and exercise. Design a healthy meal.</p> <p><b>Seasonal changes</b>  <b>Knowledge:</b> observe changes in Autumn. Observe and describe weather associated with Autumn and how day length varies.  <b>Skills:</b> Use evidence gathered to describe the general types of weather and changes in day length over the seasons. Use evidence to describe some other features of their surroundings, themselves, animals, plants that change over the seasons.  <b>Vocabulary:</b> weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length  <b>Key activities/events:</b> Autumn walk. Make observations and comparisons.</p>	<p><b><u>Scientific enquiry skills</u></b>  <b>Skills:</b> ask simple questions &amp; recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Use their observations &amp; ideas to suggest answers to questions. Gather &amp; record data to help in answering questions. Fair testing.  <b>Vocabulary:</b> question, observe, test, predict, record  <b>Key activities/events:</b> dissolving, surface tension &amp; floating investigations.</p> <p><b>Seasonal changes</b>  <b>Knowledge:</b> Autumn continued &amp; exploration &amp; comparison with winter. Exploring what is different about winter through learning about changes to length of day. Look at the position of sun and earth, light and dark.  <b>Skills:</b> as for Autumn  <b>Vocabulary:</b> as for Autumn  <b>Key activities/events:</b> compare Autumn and Winter. Look at differences in clothing and changes in noises and sounds we might hear.</p>	<p><b><u>Everyday materials</u></b>  <b>Knowledge:</b> distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.  <b>Skills:</b> Fair testing and sort objects and materials using a range of properties. Begin to choose an appropriate method for testing a material for a particular property. Use their test evidence to answer questions about properties.  <b>Vocabulary:</b> object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through</p> <p><b>Key activities/events:</b> explore different materials &amp; their properties. Sort materials in a variety of ways &amp; learn where materials come from (natural or man-made). Experiment with materials to design &amp; test a boat (link to English text). Test materials for waterproofing &amp; strength. Seasonal changes</p> <p><b>Seasonal changes</b>  <b>Knowledge:</b> observe changes in Winter. Observe &amp; describe weather associated with Winter and how day length varies.  <b>Skills:</b> as for Autumn  <b>Vocabulary:</b> as for Autumn  <b>Key activities/events:</b> continue to compare Autumn and Winter. Look at changes in local weather.</p>	<p><b><u>Animals, including humans</u></b>  <b>Knowledge:</b> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Explore basic life cycles of animals, how to classify and sort animals as well as learn about habitats and diet.  <b>Skills:</b> Identifying and classifying animals using similarities and differences. Use simple charts etc. to identify unknown animals. Create a drawing of an imaginary animal labelling its key features. Use secondary resources to find out what animals eat, including talking to experts.  <b>Vocabulary:</b> head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves</p> <p><b>Key activities/events:</b> trip to London Zoo. Draw &amp; label vertebrates into 5 main groups and other categories &amp; criteria e.g. eating habits. Label basic parts of animals. Pond dipping. Explore life cycle of class animal.</p> <p><b>Seasonal changes</b>  <b>Knowledge:</b> as for Spring 2  <b>Skills:</b> as for Autumn  <b>Vocabulary:</b> as for Autumn  <b>Key activities/events:</b> look at changes in local weather. Observe changes in what animals &amp; plants we see. Start to look at Summer.</p>	<p><b><u>Plants</u></b>  <b>Knowledge:</b> identify &amp; name a variety of common wild &amp; garden plants, including deciduous &amp; evergreen trees. Identify &amp; describe the basic structure of a variety of common flowering plants, including trees.  <b>Skills:</b> Observing over time, sort &amp; group parts of plants using similarities &amp; differences. Use simple charts etc. to identify plants. Collect information on features that change during the year. Use photographs to talk about how plants change over time  <b>Vocabulary:</b> leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area</p> <p><b>Key activities/events:</b> recall what children know about plants. Discuss what makes plants living things. Compare fruits, vegetables &amp; other plants. Name parts of a plant/flower. Learn about the life cycle of a plant. Explore what plants/seeds need to grow well (link to English fact writing). Make a 'grass head'. Look at parts of a tree &amp; the different types of trees. Keep a plant diary.</p> <p><b>Seasonal changes</b>  <b>Knowledge:</b> observe changes in Spring. Observe and describe weather associated with Spring and how day length varies.  <b>Skills:</b> as for Autumn  <b>Vocabulary:</b> as for Autumn  <b>Key activities/events:</b> observe &amp; compare how Winter turns to Spring, linking to plants. Walk to Richmond Park spotting signs of Spring (link to art).</p>	<p><b><u>Seasonal changes</u></b>  <b>Knowledge:</b> observe changes in Summer. Observe and describe weather associated with Summer and how day length varies.  <b>Skills:</b> Observe over time and pattern seeking.  <b>Vocabulary:</b> as for Autumn  <b>Key activities/events:</b> walk to Richmond Park looking at signs of Summer (if not completed in Summer 1). Look at shadows.</p>
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## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 1

Art & DT	<p><b><u>Painting – colour mixing skills.</u></b> Children explore mixing together colours of red, yellow and white and blue, black and white to create different colours and different shades of colour when painting landscapes for the Continents of Africa and Antarctica respectively</p> <p>Develop understanding on how to hold and paint with thick and thin brushes Learn to mix primary colours to make secondary colours and shades of colour. Create a range of marks with a paintbrush and develop dexterity. Begin to learn about and create imaginative and observational paintings.</p> <p><b><u>Collaging</u></b> Children practise cutting and collaging skills throughout the term as part of a carousel of activities. They learn to conduct simple paper weaving, they collage a variety of characters (eg: a monster).</p>	<p><b><u>Sketching</u></b> Introduce sketching skills and the concept of shading. Children learn to use shape, lines and patterns and to practise these skills sketching simple objects.</p> <p><b><u>DT Mechanisms Levers and Sliders</u></b> Children learn how to make a moving picture using sliders and levers.</p>	<p><b><u>DT Food Technology</u></b> <b><u>Preparing fruit</u></b> Children design and make a fruit salad, focusing on where world fruit comes from and linking it to their next science topic of 'plants'.</p>	<p><b><u>Print making skills</u></b> Children make rubbings out of different parts of plants and explore the differing patterns that result. Children explore painting with vegetables eg: onions, celery, carrots and use the different patterns to decorate a vehicle of their choice (link with transport history topic).</p>	<p><b><u>Sculpting</u></b> Children develop skills in manipulating and creating models using different mediums. They learn the skills of kneading, rolling and stretching playdough/clay. They create a model out of playdough and other materials (eg: beads) and a character of their choice out of clay.</p> <p><b><u>Sculpting</u></b> Build a construction from a variety of materials – eg: nest for animals during Forest School. Write a sentence about what materials they have used and why.</p>	<p><b><u>Painting</u></b> Children learn to use different types of paintbrushes and paint strokes to make a painting of stars at night.</p> <p><b><u>Structures: Free standing structures 2<sup>nd</sup> half of term</u></b> Children investigate, design, make and evaluate playground equipment.</p>
	Computing	<p><b><u>Navigating the computer</u></b></p> <p>Children gain an understanding of how technology can be beneficial to our lives. They are to become familiar with using a computer. They shall learn about fundamental mouse skills, how to turn the computer on and off and using the keyboard. They understand how to locate Google Classroom and log in.</p>	<p><b><u>Programming – Introduction to coding</u></b></p> <p>Children explore programming using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs.</p>	<p><b><u>Programming – Code.org</u></b></p> <p>Building upon vocabulary learnt and understanding of commands in Spring 1, children learn to use of Code.org to build skills in programming. CS Fundamentals (Course A – 2020). Children to use 'Course A' to further develop mouse skills of clicking and dragging, whilst learning basics of coding. They are introduced to their term 'debugging'. <i>Lesson 2 – Skill building</i> <i>Lesson 4 – Sequencing</i> <i>Lesson 5 – Debugging (2 lesson potential)</i> <a href="https://code.org/">https://code.org/</a></p>	<p><b><u>Handling data – Labels and grouping</u></b></p> <p>Children to use labels to put objects into groups, and label these groups. Children will demonstrate that they can count a small number of objects, before and after the objects are grouped. They will begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. They will also answer questions about their data.</p>	<p><b><u>Multimedia – Digital art</u></b></p> <p>Children will explore the world of digital art and its exciting range of creative tools. Children will create their own paintings, while getting inspiration from a range of other artists.</p> <p><a href="https://paintz.app/">https://paintz.app/</a></p>

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<b>Foreign Languages (Italian)</b>	<p>Greetings 'Ciao'. What's your name Traditional songs and festivals Numbers to 5 Colours</p>	<p>Greetings 'Ciao'. What's your name Traditional songs and festivals Numbers to 5 Colours Christmas in Italy</p>	<p>Carnival in Italy Family Colours Spring Easter in Italy Traditional chants, games, rhymes, songs, stories.</p>	<p>Carnival in Italy Family Colours Spring Easter in Italy Traditional chants, games, rhymes, songs, stories</p>	<p>Numbers 5-10 Greetings School items Summer Animals Story tellings Traditional chants, games, rhymes, songs</p>	<p>Numbers 5-10 Greetings School items Summer Animals Story tellings Traditional chants, games, rhymes, songs</p>
	<p>rosso, blu, giallo, verde, rosa, arancione, marrone, azzuro, viola, nero, grigio, mela, prugna, banana, arancia, pera</p>		<p>Befana, notte, scopa, occhi, naso, bocca, orecchie, Carnevale, Arlecchino, maschera, mamma, papà, nonno, nonna, bianco, viola, nero, rosa, blu, primavera, volano, Pasqua, uovo, cioccolato</p>		<p>Arrivederci, numbers 5-10, astuccio, libro, maestra, righello, cartella, gomma, matita, estate, ape, uccello, gatto, rana, cane</p>	
<b>History and Geography</b>	<p><b><u>Geography: Our World</u></b> Children begin to use maps, globes, atlases and books to begin to study the world, looking at all continents, oceans and places of interest. They learn about the seven continents as well as particular places of interest within each continent for example the Rio carnival when exploring South America, as well as other Non-European places through cross-curricular learning.</p> <p><b><u>History: Explorers</u></b> Children begin to learn about different explorers from different time periods exploring their achievements in specific continents.</p>		<p><b><u>History: Transport</u></b> Children study different types of transport from the past and present. Children compare transport through the ages from the invention of the wheel, the first hot air balloon flight, space travel to electric cars. They link this to their non-fiction writing in English. They develop historical skills by sequencing, matching, comparing and finding answers to questions using simple historical sources. They will communicate their knowledge and understanding in a variety of ways.</p>	<p><b><u>Geography: Our Local Area</u></b> Children learn how to compare and contrast urban and rural areas, looking at physical and human features and they use basic geographical vocabulary. Children learn about what their local area is like, focusing on Richmond Park. They look at old and new photographs of the local area and the park to compare changes. Children start to look at Richmond as a borough of London, which they recognise is the capital city of England and is very diverse.</p>	<p><b><u>Geography: Weather</u></b> Children study changes in local weather and study seasonal and daily weather patterns in the UK. They look at extreme weather. Children use equipment to measure the weather and make use of the sensory garden. Children use geographical vocabulary to describe physical and human features of a landscape.</p>	<p><b><u>History: Battle of Hastings</u></b> Children learn about the battle as a significant historical event for this country and look at the importance of the battle. They develop historical skills and develop an understanding of how we learn about the past. They learn about key events, causes and consequences of the battle, as well as the importance of William the Conqueror. They also learn about how life changed from Saxons to Normans. Children develop historical enquiry skills and recount and sequence key parts of the battle.</p>
<b>Music</b> <i>Some elements, subject to change</i>	<p><b><u>Exploring beat</u></b> <b><u>Rondo Alla Turca</u></b> <b><u>Mozart –classical period</u></b> Children listen to Rondo alla Turca, written for piano by Mozart. They listen and compare versions of the same piece of music and understand the inspiration behind the music. Then they explore and identify a beat within the music and march to this beat. Children will also explore why Mozart was important. <i>Key Vocabulary: march, piano, octave, beat, texture, crescendo.</i></p>	<p><b><u>Singing and performing</u></b> Children use their voices expressively and creatively by singing songs and speaking chants and rhymes. They perform to a wider audience.</p>	<p><b><u>Exploring pulse and rhythm</u></b> Children learn to find a steady beat by clapping and playing a simple rhythm. They copy rhythms and play tuned and untuned instruments.</p>	<p><b><u>Singing and performing</u></b> Children use their voices expressively and creatively by singing songs and speaking chants and rhymes. They perform to a wider audience. (Spring concert)</p> <p><b>Benjamin Britten Dawn from Storm</b> (BBC ten pieces) and <a href="https://www.singup.org/music/sing-up-music-curriculum/sing-up-music/year-1-list-en-2">https://www.singup.org/music/sing-up-music-curriculum/sing-up-music/year-1-list-en-2</a> (sing up Year 1 term 2)</p> <p>Children experiment with, create, select and combine sounds using the</p>	<p><b><u>Introducing pitch</u></b> <b><u>Using pitched percussion to compose simple melody.</u></b> Children begin to understand what pitch is and using pitched percussion instruments, they compose simple melody. They link this to their Geography topic of 'Weather'. Children use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p><b><u>Composing:</u></b> Children play tuned and un-tuned instruments musically and combine sounds using the inter-related dimensions of music. Class composition story telling. Children also learn songs about the summer linked to their science summer study.</p>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 1

				inter-related dimensions of music.		
<b>PE</b>	<p><b><u>Stability (Indoor &amp; Outdoor)</u></b></p> <ul style="list-style-type: none"> <li>- balancing on one leg</li> <li>- jumping and landing still</li> <li>- hopping with one leg for 5 seconds or more</li> <li>- understanding how to skip</li> </ul> <p><b><u>Object Control</u></b></p> <ul style="list-style-type: none"> <li>- holding a ball in one and two hands</li> <li>- throwing a ball with one hand</li> <li>- catching with 2 hands</li> <li>- bouncing and catching a ball</li> </ul>	<p><b><u>Stability (Indoor &amp; Outdoor)</u></b></p> <ul style="list-style-type: none"> <li>- crawling and being able to support own body weight</li> <li>- skipping and hopping for longer periods of time</li> <li>- moving along the floor using hands and feet</li> </ul> <p><b><u>Object Control</u></b></p> <ul style="list-style-type: none"> <li>- bouncing with one hand and catching a ball with two hands</li> <li>- bouncing and catching with one hand on the spot</li> <li>- catching a ball with no bounce</li> </ul>	<p><b><u>Locomotion (Indoor &amp; Outdoor)</u></b></p> <ul style="list-style-type: none"> <li>- hopping, skipping, running, jumping</li> <li>- all of the above but moving in different directions</li> <li>- changing speeds and slowing down quicker</li> </ul> <p><b><u>Movement skills</u></b></p> <ul style="list-style-type: none"> <li>- moving on, over and around objects</li> <li>- moving on tip toes / running / jogging</li> <li>- crawling / moving on hands and feet through objects</li> </ul>	<p><b><u>Locomotion (Indoor &amp; Outdoor)</u></b></p> <ul style="list-style-type: none"> <li>- hopping, jumping running over and through objects</li> <li>- using hurdles, ladders and cones</li> <li>- changing direction quickly</li> </ul> <p><b><u>Movement skills</u></b></p> <ul style="list-style-type: none"> <li>- changing speeds quickly while on the move</li> <li>- stopping as fast as possible after moving in a variety of ways</li> <li>- jumping and landing on two feet or one</li> </ul>	<p><b><u>Swimming (whole term)</u></b></p> <ul style="list-style-type: none"> <li>- beginning to learn the skills to progress to swimming competently, confidently and proficiently over a distance of 25m</li> </ul> <p><b><u>Striking and fielding</u></b></p> <ul style="list-style-type: none"> <li>- rolling a ball with a partner</li> <li>- throwing a ball with a bounce to a partner</li> <li>- understanding how to hold a cricket bat / tennis racket</li> <li>- striking ball while stationary/rolling toward</li> </ul>	<p><b><u>OAA</u></b></p> <ul style="list-style-type: none"> <li>- identifying positions on maps</li> <li>- using simple maps and diagrams to follow a trail</li> <li>- working cooperatively, planning and sharing</li> </ul> <p><b><u>Sports day skills</u></b></p> <ul style="list-style-type: none"> <li>- athletic track and field events</li> <li>- throwing overarm and underarm at targets</li> <li>- baton handovers facing forward</li> <li>- jumping and landing both feet planted</li> </ul>
<b>RE</b>	<p><b><u>Christianity</u></b> <b>What Responsibility Has God Given People For Taking Care of Creation?</b> AT1 Focus: Beliefs, teachings and sources. AT2 Focus: Values and commitments.</p> <p><b><u>Intent</u></b></p> <ul style="list-style-type: none"> <li>- To remember the Story of the Creation in the Bible</li> <li>- To know what Christian's (and Jews) believe are God's instructions for taking care of the Earth</li> <li>- To be able to describe what believers learn about caring for the world from God's command to Adam and Eve in the Christian and (Jewish) story of creation.</li> </ul> <p><b><u>Key Vocabulary</u></b> Creation, Christian, Christianity, God, Creator, Bible, Old Testament responsibility, unique, respect,</p>	<p><b><u>Christianity</u></b> <b>Which Nativity character are you? Why are you important?</b> AT1 Focus: Beliefs, teachings and sources AT2 Focus: meanings, purpose and truth</p> <p><b><u>Intent</u></b></p> <ul style="list-style-type: none"> <li>- To know the nativity Story and what Christians believe about the Nativity</li> <li>- To know the importance of the characters, who they were and how they impacted on the lives of others</li> <li>- To begin to know that that this story carries moral and religious meaning</li> <li>- To be able to ask questions about the story</li> <li>- To understand the importance of belonging, love, tolerance, respect and faith.</li> </ul> <p><b><u>Key Vocabulary</u></b></p>	<p><b><u>Judaism</u></b> <b>What is it like to live as a Jewish person?</b> AT1 Focus: Forms of expression AT2 Focus: Identity and belonging</p> <p><b><u>Intent</u></b></p> <ul style="list-style-type: none"> <li>- To know some Jewish symbols and the importance of the Synagogue as a place of worship</li> <li>- To understand how worship helps Jewish people to live their life</li> <li>- To know the importance of the Torah for Jews and how it is kept and how it is used</li> <li>- To understand the significance and importance of the Shabbat</li> <li>- To make links to how their family has special</li> </ul>	<p><b><u>Buddhism</u></b> <b>What is Buddhism?</b> AT1 Focus: Beliefs, teachings and sources. AT2 Focus: Values and commitments.</p> <p><b><u>Intent</u></b></p> <ul style="list-style-type: none"> <li>- To know who Siddhartha was and how he became Buddha and achieved enlightenment</li> <li>- To remember some of the stories Buddha told about beliefs and Buddhist virtues</li> <li>- Reflect on things that are important to them and what influence this has on thinking and behaviour</li> <li>- To make links between other religions.</li> </ul> <p><b><u>Key Vocabulary:</u></b> Buddhism, Buddha, suffering, greed, happiness, sacrifice, enlightenment, cruelty, values.</p>	<p><b><u>Hinduism</u></b> <b>What is the importance of symbols, beliefs and teachings in Hinduism?</b> AT1: Focus: Beliefs, teachings and sources. AT2: Focus: meanings, purpose and truth</p> <p><b><u>Intent</u></b></p> <ul style="list-style-type: none"> <li>- To know that Hindus believe in one God represented by many deities</li> <li>- To know that Hindus have a sacred text-The Bhagavad Gita</li> <li>- To know the importance of the Mandir and what it is like</li> <li>- To understand the significance of some of the Hindu Gods</li> <li>- To remember the story of Rama and Sita, making links to good overcoming evil in life today.</li> </ul> <p><b><u>Key Vocabulary</u></b></p>	<p><b><u>Islam</u></b> <b>What does it mean to be Muslim?</b> AT1 Focus: Practices and way of life AT2 Focus: Identity and belonging</p> <p><b><u>Intent</u></b></p> <ul style="list-style-type: none"> <li>- Understand the importance of Muhammed (pbuh;)</li> <li>- To understand the importance of the Qu'ran and how it is treated by Muslims</li> <li>- To know Islamic practices and the significance of the mosque</li> <li>- To remember some stories which teach about Muslim beliefs</li> <li>- To understand how the Adhaan expresses core Muslim beliefs and values</li> </ul>

## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 1

	<p>Adam, Eve, Garden of Eden, Jew, Judaism, Torah.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development</u></b></p> <ul style="list-style-type: none"> <li>- to develop a sense of respect, responsibility and stewardship</li> <li>- to reflect on how to care for others and the environment</li> <li>- appreciation of cultural diversity as part of creation</li> <li>- showing respect to the Christian and Jewish community and other ways of worship</li> </ul> <p><b><u>Visit:</u></b> Visit to Christ Church or invite vicar to discuss how the church looks after people.</p>	<p>angel, news, Bible, announcement, flock, shepherd, wise men, nativity, church, tolerance, love, Christian.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development</u></b></p> <ul style="list-style-type: none"> <li>- reflection on things that are important in life</li> <li>- collaborative learning</li> <li>- understanding of the meaning of symbols and artefacts that are valued and respected within another faith</li> </ul>	<p>practices and what this means to them</p> <p><b><u>Key Vocabulary</u></b> Jew, Judaism, Jewish, Torah, Yad, Tallit, Kippah, Synagogue, Shabbat, Star of David, Challah, Rabbi.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development</u></b></p> <ul style="list-style-type: none"> <li>- understanding other faiths and cultures.</li> <li>- showing respect to the Jewish community and other ways of worship.</li> <li>- understanding of the meaning of symbols and artefacts that are valued and respected within another faith.</li> <li>- to reflect on own beliefs and what is important to self and others</li> </ul>	<p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b></p> <ul style="list-style-type: none"> <li>- reflecting on other world faiths</li> <li>- creating kindness charters</li> <li>- reflecting on behaviour and consequences.</li> <li>- understanding and respect for Buddhists and other world religions</li> </ul>	<p>God, Shiva, Brahman, Brahma, Aum (Om) Vishnu, Deities, avatars, Trimurti, Upanishads, Bhagavad Gita, Lord Krishna, Arjuna, Puja, shrine, mantra, Tilak, ghanta(bell) prasad (offerings) kumkum, Rama, Sita, Diwlai, Hindus, Vishnu, light, Hanuman, Ravana, Ayodhya.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development</u></b></p> <ul style="list-style-type: none"> <li>- understanding and respect of Hinduism and other faiths and cultures</li> <li>- understanding of the meaning of symbols and artefacts that are valued and respected within another faith.</li> <li>- reflect on places that are special to themselves.</li> <li>- consider how we show our love for friends and school community</li> </ul>	<ul style="list-style-type: none"> <li>- To compare Muslim beliefs with those of other world religions.</li> </ul> <p><b><u>Key Vocabulary</u></b> Islam, Muslim. Allah, creator, Muhammad(pbuh), Mosque, Qu'ran, Arabic, angel Jibril, salah (prayer), adnaan, wudu, Ka'bah, Mecca, imam, Islamic compass, madrasa.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b></p> <ul style="list-style-type: none"> <li>- to reflect on what prayer means to Muslims and to those of other faiths</li> <li>- showing respect to the Muslim community and other ways of worship</li> <li>- to reflect on own beliefs and what is important to self and others</li> <li>- to show an appreciation of Islamic art and music</li> </ul> <p><b><u>Visit:</u></b> to a mosque</p>
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## SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: YEAR 1

<b>Relationships RSE and Health Education</b>  (links to science, computing, PE and our Sheen Mount Living Values)	<b>Cooperation – Living Value</b> Define cooperation and search for examples in children's experiences and in daily life. Provide activities that require cooperation and invite the children to identify how each person helped to achieve a common goal. Consider what happens when not everyone cooperates.	<b>Love – Living Value</b> Define love in light of the statements: 'I am loveable. I have love inside.' How can we describe what love on the inside looks like to others? How will others know that you have love on the inside? Consider a friendship without love. Can this be called a friendship?	<b>Respect – Living Value</b> Define respect in light of the statement: 'Respect is knowing that I am unique and valuable.' Explore how we show respect and the importance of respecting ourselves. Read 'Something Else' and question how characters were disrespectful. Consider who we should respect, is it just our friends?	<b>Simplicity – Living Value</b> Define simplicity and consider the beauty in the natural world around us, e.g. a pebble, feather or shell. Discuss how the Earth offers simple solutions, e.g. hibernation. Provide opportunities for quiet reflection, exploring simplicity within ourselves.	<b>Happiness – Living Value</b> Define happiness and reflect on the statement: 'When I do good things, I am happy with myself.' Identify examples in everyday life and in stories such as 'The Chimpanzees of Happy Town.' Consider how we can influence the happiness of others. Evaluate the impact of our words and deeds.	<b>Tolerance – Living Value</b> Reflect on the values we have explored this year to enable us to define tolerance. Can we demonstrate tolerance when we or other make mistakes? What does tolerance look like? Provide examples for the children to explore within role play.
	<b>Unity – Living Value</b> Define unity by exploring the statement: 'Unity is fun and makes us feel like a family.' Focus on the unity of the class to create a sense of belonging. Does being united mean we have to do the same thing? Consider the importance of harmony if we are working towards a shared goal.	<b>Peace – Living Value</b> Define peace by reflecting on the statements: 'Peace is quiet inside. Peace is having good feelings inside.' Explore the story of 'Peace at Last' and discuss different meanings. Provide a quiet space within the classroom for the children to experience peacefulness.	<b>Responsibility – Living Value</b> Define responsibility and reflect on the responsibilities we have at school. How do these differ from our responsibilities at home? Discuss the responsibilities that different people around us have. Explore the statement: 'Responsibility is trying my best.' Consider that responsibility is not always about having a specific job to do.	<b>Humility – Living Value</b> Define humility by reflecting on the statement: 'Humility is when I know that I am wonderful but I don't brag or show off.' Develop activities for role play where the children can explore how it feels to be in the presence of humility	<b>Honesty – Living Value</b> Define honesty in relation to the statement: 'When I feel honest, I feel clear inside.' Provide opportunities to reflect upon moments of dishonesty and how it makes us feel inside when we are not truthful. Examine how truth can be difficult. Are there moments when honesty may upset someone? Does that mean we should be dishonest? Develop an 'honesty box'.	<b>Freedom – Living Value</b> Reflect on the values we have explored this year to enable us to define tolerance. Can we demonstrate tolerance when we or other make mistakes? What does tolerance look like? Provide examples for the children to explore within role play.

Children focus on mental health and well-being using different stories, strategies and activities.

The Zones of Regulation are used to support children's emotional understanding, regulation and well-being.

Children explore different tools and strategies to build up their emotional toolkit and use this to manage their feelings and emotions.

**The statements in *italics* are additional and non-statutory but are recommended by the PSHE Association.**

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (repeated in Year 2).

Learn about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings such as the Zones of Regulation.

Recognise that they share a responsibility for keeping themselves and others safe.

*Think about themselves, learn from their experiences, recognise and celebrate their strengths and set simple but challenging goals.*

*Learn about the process of growing from young to old and how people's needs change (repeated in Year 2).*

Learn what is meant by their right to keep things 'private'; the importance of respecting others' privacy.

Know the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.

Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).

*Offer constructive support and feedback to others.*

*Know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).*

*Recognise what is fair and unfair, kind and unkind, what is right and wrong.*