

## Creative Curriculum Map for Year 1

Term	Term 1 (Autumn 1)	Term 2 (Autumn 2)	Term 3 (Spring 1)	Term 4 (Spring 2)	Term 5 (Summer 1)	Term 6 (Summer 2)
<b>POR Texts</b>						
<b>Writing</b>	Caption Writing	Postcard	Simple recount and Instructions	Retell of a story	Fact File	Poetry + (Innovation of a story)
<b>Reading</b>	<ul style="list-style-type: none"> <li>Listen to, discuss and express views about books at a level beyond that which they can read independently</li> <li>discuss the significance of the title and events</li> <li>link what they hear or read to own experiences</li> <li>explain understanding of what is read</li> <li>discuss the sequence of events in books and how items of information are related</li> <li>discuss favourite words and phrase</li> <li>answer and ask questions</li> <li>predict what might happen on the basis of what has been read</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>range of books</li> <li>Explain and discuss understanding of books</li> <li>Discuss the sequence of events in books</li> <li>Answer and ask questions</li> <li>Predict what might happen on the basis of what has been read</li> <li>Draw inferences on the basis of what is being said and done</li> </ul> <p>Express views and opinions about reading</p>	<ul style="list-style-type: none"> <li>Increase familiarity with a range of books at a level beyond that which they can read independently;</li> <li>Discuss the significance of the title and events;</li> <li>Explain understanding of what is read;</li> <li>Discuss the sequence of events in books;</li> <li>Answer and ask questions;</li> <li>Predict what might happen on the basis of what has been read;</li> <li>Draw inferences on the basis of what is being said and done;</li> </ul> <p>Express views about reading.</p>	<ul style="list-style-type: none"> <li>Listen to, discuss and express views about books at a level beyond that which they can read independently;</li> <li>discuss the significance of the title and events;</li> <li>link what they hear or read to own experiences;</li> <li>explain understanding of what is read;</li> <li>discuss the sequence of events in books and how items of information are related;</li> <li>discuss favourite</li> </ul>	<ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>listening to, discussing and expressing views about a wide</li> </ul>

	<ul style="list-style-type: none"> <li>draw inferences on the basis of what is being said and done</li> <li>participate in discussion about what is read, taking turns and listening to others</li> <li>express views about reading</li> </ul>	<ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participating in discussion about what is read to them, taking turns and listening to what others say</li> </ul> <p>explaining clearly their understanding of what is read to them</p>			<p>words and phrases;</p> <ul style="list-style-type: none"> <li>answer and ask questions;</li> <li>predict what might happen on the basis of what has been read;</li> <li>draw inferences on the basis of what is being said and done;</li> <li>participate in discussion about what is read, taking turns and listening to others;</li> </ul> <p>express views about reading.</p>	<p>range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>make inferences on the basis of what is said and done</li> </ul>
Oracy	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and peers</li> <li>ask relevant questions to</li> </ul>	<ul style="list-style-type: none"> <li>adults and peers</li> <li>ask relevant questions to extend knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about what is read, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about what is read, taking turns and</li> </ul>	<ul style="list-style-type: none"> <li>listen and respond appropriately to adults and peers;</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and peers</li> <li>ask relevant questions to</li> </ul>

	<p>extend knowledge and understanding</p> <ul style="list-style-type: none"> <li>consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>participate in discussions, performances, role-play, improvisations and debate about what has been read</li> </ul> <p>Use spoken language to develop understanding through imagining and exploring ideas</p>	<p>and understanding</p> <ul style="list-style-type: none"> <li>consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>participate in discussions, performances, role-play, improvisations and debate about what has been read</li> </ul> <p>use spoken language to develop understanding through imagining and exploring ideas</p>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and peers</li> <li>Articulate and justify answers and opinions</li> <li>Speak audibly and fluently with an increasing command of Standard English</li> <li>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> </ul>	<p>listening to what others say;</p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and peers;</li> <li>Ask relevant questions;</li> </ul> <p>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.</p>	<ul style="list-style-type: none"> <li>ask relevant questions to extend knowledge and understanding;</li> <li>consider and evaluate viewpoints, attending to and building on the contributions of others;</li> <li>participate in discussions, performances, role play, improvisations and debate about what has been read;</li> </ul> <p>use spoken language to develop understanding through imagining and exploring ideas.</p>	<p>extend knowledge and understanding</p> <ul style="list-style-type: none"> <li>consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>participate in discussions, performances, role play, improvisations and debate about what has been read</li> <li>prepare and learn poems for performance</li> </ul> <p>use spoken language to develop understanding through imagining and exploring ideas</p>
<b>Maths Summary</b>	<p>Number: Place Value (Within 10)  <b>Number: Addition and subtraction (Within 10)</b>            Geometry: Shape</p>		<p>Number: Place Value (Within 20)  <b>Number: Addition and subtraction (Within 20)</b>            Number: Place Value (Within 50)            Measurement: Length and Height            Measurement: Weight and Volume</p>		<p><b>Number: Multiplication and division</b>            Number: Fractions            Geometry: Position and direction            Number: Place Value (Within 100)            Measurement: Money            Measurement: Time</p>	
<b>Science topic/objectives</b>	Animals including humans	Materials	Animals	Animals	Plants	Plants
<b>History</b>	Seasonal Changes					Toys
<b>Geography</b>	<p>What is it like to live in the UK?</p> <p>Locational knowledge</p>	<p>Can we map our school?</p> <p>Geographical skills and fieldwork</p>			<p>What is the weather like across the world?</p> <p>Locational Knowledge Human and Physical Geography</p>	<p>Are all areas of the world the same?</p> <p>Locational Knowledge</p>
<b>Art and design</b>	Drawing		Painting and Mixed Media		3D Sculptures and Collages	
<b>DT</b>	Unit 1 Food Fruit and Vegetables		Unit 2 Structures Constructing windmills		Unit 4 Mechanisms Wheels & Axels	
<b>Computing</b>	iAlgorithm	iWrite	idata	Iprogram (Unit 1)	imodel	Iprogram (Unit 2)
<b>PHSE</b>	I Safe					
	Introduction Families & Relationships	Health & Wellbeing	Safety & The Changing Body	Citizenship	Economic Wellbeing	Transition

<b>Music</b>	Kapow – Pulse and Rhythm – All about me	Nativity	Kapow - Musical vocabulary – Theme – Under the sea		Kapow – Timbre & Rhythmic patterns – Theme – Fairy tales	Kapow – Pitch & Tempo – Theme - Superheroes
<b>RE</b>	UC - Creation	DS Sikhism	UC - God	DS Judaism	UC Salvation	DS Islam
<b>PE</b>	Football (Invasion Games)	Gymnastics	Dance	Dodgeball (Target Games)	Cricket (Striking & Fielding Games)	Orienteering (Outdoor Adventure Activity)
	Athletics	Tennis (Net & Wall Games)	Basketball (Invasion Games)	Golf (Target Games)	Tag Rugby (Invasion Games)	Hockey (Invasion Games)
<b>Visits and Visitors</b>	<b>Visits/ Visitors:</b> Church (RE)	<b>Visits/ Visitors:</b>	<b>Visits/ Visitors:</b> Toy Workshop (HISTORY)	<b>Visits/ Visitors:</b> Library (ENGLISH/DT)	<b>Visits/ Visitors:</b>	<b>Visits/ Visitors:</b> Yorkshire Sculpture Park (ART)