

# Maths

Number: Place Value ( within 10 )  
Addition and Subtraction (within 10)

Shape recognize and name 3d shapes



# Reading

**Year 1 Reading Unit: Block 2/18**

- This is a two-week unit.
- The unit is set in the context of the core text *Where the Wild Things Are* by Maurice Sendak.
- Additional texts supplied are: a leaflet and a poem.
- The outline and structure of the unit is as follows:

Week 1	Week 2	At the end of this unit, pupils will ...	
Focus on the leaflet for summarising and the core text for retrieval and sequencing	Focus on the poem for inference and the core text and the poem for a personal response	<b>Know:</b> The difference between an author and an illustrator The meaning of words can be inferred from the context	<b>Be able to:</b> Retrieve information from pictures Summarise text into an image

**WHERE THE WILD THINGS ARE**  
STORY AND PICTURES BY MAURICE SENDAK

This book demonstrates how subtle can be found in our imagination. When the central character's anger and frustration overwhelms him, he is sent to bed without any dinner. Using his imagination, he creates some wild beasts to play with and satisfy his angry impulses. Despite being made king and being in control of his life in this fantasy world, he soon finds that he misses the comforts of home. In summary, his imagination becomes the tool that allows him to deal with and successfully manage his emotions.

# Writing

**Learning Sequence: Y1 Setting Descriptions (Block A)**

**Part 1.12** Focus: explicit teaching of the grammatical structures and vocabulary building

Connect	Explain	Example	Attempt	Apply / Challenge	What success looks like	Accessibility
Refer to the images for pupils to record the different scenes.	Explain that a setting is the place where the action is happening in a story.	Using some familiar picture books, encourage pupils to write a paragraph of setting. For example, in <i>Where the Wild Things Are</i> , the boy Max is in bed and the scene is set in his bedroom. Encourage pupils to write a paragraph of setting for a scene in the book.	Encourage pupils to write a paragraph of setting for a scene in the book. Encourage pupils to write a paragraph of setting for a scene in the book.	Apply: Encourage pupils to write a paragraph of setting for a scene in the book. Encourage pupils to write a paragraph of setting for a scene in the book.	Can explain what a setting is. Can identify and collect vocabulary that can be used to describe a setting.	Accessibility: Display sheet for exploring scenes.

**Part 1.13** Focus: explicit teaching of the grammatical structures and vocabulary building

Connect	Explain	Example	Attempt	Apply / Challenge	What success looks like	Accessibility
2. Orally describe a setting.	Explain that when we compare orally, we are using and rehearsing an experience. Encourage pupils to describe a scene in a story. Encourage pupils to describe a scene in a story.	Model how to choose from and incorporate this vocabulary into a sentence to describe the setting. Encourage pupils to describe the setting. Encourage pupils to describe the setting.	Pupils then practice incorporating vocabulary from the text into a sentence to describe the setting. Encourage pupils to describe the setting. Encourage pupils to describe the setting.	Apply: Encourage pupils to write a paragraph of setting for a scene in the book. Encourage pupils to write a paragraph of setting for a scene in the book.	Can orally describe a setting. Can use a sentence about setting before writing.	Accessibility: Display sheet for exploring scenes.

# Music

**MUSICAL SCHOOL**

SCHEMES FREESTYLE

Home > Original Scheme > Year 1 > Hey You! > Hey You! - Step 1

Viewer Lesson Plans

- Listen and Appraise - Hey You! ...
- Warm-up Games - Hey You! ...
- Flexible Games Track - Hey You! ...
- Hey You! Learn to sing the song ...
- Perform the Song - Hey You! ...

# Phonics

Phonics: Read Write Inc. Phonics scheme. Daily Set 1 and Set 2 Speed sounds.

Ditty Books—Sound blending, word building and comprehension skills.

# History/ Geography

History- Introduce changes within living Memory. Looking at changes within us, our families and our community.  
Geography Introduce continents and oceans. UK countries/ capital cities and sea.

# P/ PE Passport

Gymnastics - Balancing & Spinning On Points & Patches



# Year 1 curriculum map Autumn 2



# Computing

**Year 1 Whole Year Overview**

Computer Science Information Technology Digital Literacy

It is recommended that you teach unit 1.1 first as it introduces Purple Mash. Except for unit 1.1, these units can be taught in any order to meet the needs of your wider curriculum.

Unit 1.1	Unit 1.2	Unit 1.3
Online Safety & Exploring Purple Mash	Creating & Editing	Programs
Number of lessons: 4	Number of lessons: 2	Number of lessons: 3
Programs: Various	Programs: 2001	Programs: 2002
Unit 1.4	Unit 1.5	Unit 1.6
Logo Builders	Where Explains	Animated Story Books
Number of lessons: 3	Number of lessons: 3	Number of lessons: 5
Programs: 2001	Programs: 2001	Programs: 2002, A Story
Unit 1.7	Unit 1.8	Unit 1.9
Coding	Spreadsheets	Technology outside school
Number of lessons: 4	Number of lessons: 3	Number of lessons: 2
Programs: 2001	Programs: 2001	Programs: Various

# Connect - PHSE

Introduction Introducing Our DNA Superpowers!

D for Discoverer! A for Advisor! N for Noticer!

# D.T

**Year 1 Design and Technology: Mechanisms – Block A**

How can you make a picture move?

The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Exploring sliders and their applications	Experimenting with different slider systems	Developing practical skills
Developing practical skills	Developing practical skills	Evaluating Outcomes
	Developing designing and problem-solving skills	

**At the end of this block, pupils will ...**

Know:	Be able to:
Common uses of sliders	Design and make a slider product
Different methods to create card sliders	Evaluate the success of their outcomes and recommend improvements
How sliders can create simple mechanisms	

In this block, pupils will investigate how sliders work. They will design and make their own card slider product.

Little Red Riding Hood  
Deans of London (1855)

# Art

**Year 1 Art: Drawing – Block A**

This is a one-week block.  
The block is set in the context of the CUSP Science unit 'Seasonal changes and weather'.  
The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Exploration of materials	Explicit teaching of techniques	Application of knowledge and techniques

**At the end of this block, pupils will ...**

Know:	Be able to:
Marks can be made using a variety of drawing tools	Select appropriate tools
	Make a range of marks

In this block, pupils will be introduced to a range of drawing tools, such as charcoal, pencil, chalk and pastel. They will be taught to make basic marks and about how changing the pressure and orientation of these marks can create different textures.

The Rhinoceros (1515) by Albrecht Durer

# Science

**BIOLOGY**  
The study of living things

**BIOLOGY Year 1 Plants**

Structure of plants, Wild and common plants, Trees

What are the parts of a plant? What are wild plants and where do you find them? What are common plants and where do you find them? What makes a tree? What trees are important (or useful)? What's the difference between trees?

Zoom in to show how the specific content relates to the big ideas. Zoom out to show the stages of the study, one sequence at a time.