



Sandford St Martin's CE VA Primary

Cohesive curriculum progression map
Year 1

Year 1 - AUTUMN TERM

Reading	Writing	Maths	Science
<p>Year 1 focus is sound and blending (phonics). At the same time they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.</p> <p>NC (p21) – Year 1 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>(p21) becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>(p21) learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>(p21) THE START OF COMPREHENSION : understand both the books they can already read accurately and fluently and those they listen to.</p>	<p><u>1. Ruby’s Worry</u> Write Stuff – Narrative EK:</p> <ul style="list-style-type: none"> - Capital letters for names (Ruby) - Finger spaces - Full stops - Sentence structure - Question marks <p>(3 weeks)</p> <p><u>2. Way Back Home</u> Write Stuff – Narrative EK:</p> <ul style="list-style-type: none"> - Full stops - Capital letters - Question marks - Constructing a sentence - Regular plural noun suffixes -s or –es <p>(3 weeks)</p> <p><u>3. Firework/Fire</u> Write Stuff- Poetry EK:</p> <ul style="list-style-type: none"> - Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) (ing words) - Regular plural noun suffixes -s or -es <p>(2 weeks)</p>	<p>Numbers to 10: Sort and count objects to 10 Represent numbers to 10 Count objects from a larger group Count on from any number One more, one less Count backwards from 10 to 0 Compare groups, fewer or more, <, > or = Compare numbers Order objects and numbers The number line</p> <p>Part-whole within 10: Parts and wholes The part-whole model Fact families – addition facts Number bonds</p> <p>Addition within 10: Add together (aggregation) Add more (augmentation)</p> <p>Subtraction within 10: How many are left? (reduction) Break apart (partitioning) Fact families</p> <p>2D and 3D shapes: Recognise, name and sort Make patterns</p>	<p style="text-align: center;">Seasonal change</p> <p>EK – Observe and describe Weather in different seasons; Know how length of day varies</p> <p>EPFW - To be able to observe closely, using simple equipment. (link to Maths – non-standard measures e.g. 5 cups, jugs etc)</p> <p style="text-align: center;">Animals including humans The body & senses</p> <p>EK – Identify, name and label parts of body; Know which part of the body is associated with each sense.</p> <p>EPFW - To be able to record data.</p> <p style="text-align: center;"><i>Seasonal change*</i></p>

Year 1 – AUTUMN TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>T - Retell the story of creation from Genesis 1:1–2.3 and recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>I – Say what the story tells Christians about God, Creation and the world.</p> <p>C - What Christians do to say thank you to God for the Creation.</p> <p>T - Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.</p> <p>I – Recognise that stories of Jesus’ life come from the Gospels.</p> <p>C - Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p>	<p><u>Changes within Living Memory</u></p> <p>Know that the time before now is called the past</p> <p>Know that history is the study of the past, in particular the changes over time that have occurred within human society</p> <p>Know and use the words “before”, “after”, “earlier”, “later” and “in (year)”</p>	<p>Know that in the world there are things that are made by people and these are called human features.</p> <p>Know that in the world there are things that are not made by people and these are called physical features.</p> <p>Understand that a school is a human feature, as it has been made by people.</p> <p>Discuss the human and physical features present in school and the local area.</p> <p>Understand that parts of our local area are different, depending on the human and physical features present.</p>	<p>To be able to sort, collate, edit and store simple digital content (children can name, save and retrieve their work and follow simple instructions to access online resources) (IT/OS)</p> <p>To understand the importance of keeping information, such as their usernames and passwords, private (DL/OS)</p> <p>To take ownership of their work and save this in their own private space (DL)</p>	<p>Being Me in my world</p> <p>To understand that I am special</p> <p>To understand what it is to be part of a class.</p> <p>To know that everyone has rights and responsibilities.</p> <p>Celebrating differences</p> <p>To celebrate the differences in everyone.</p> <p>To begin to understand similarities and differences between people</p> <p>Learn how to make new friends, understanding what makes a good friend.</p>
ART	DT	PE	MUSIC	
<p>Self portraits</p> <p>To use sketching techniques including line and shape.</p> <p>Paint with control.</p> <p>To develop mixed media skills - collage</p>	<p>Smoothie / Fruit Salad –</p> <p>Recognise that each person should have at least 5 portions of fruit and vegetables a day.</p> <p>Begin to develop chopping and peeling skills.</p> <p>Making simple judgements out of 5 for a product against set criteria.</p> <p>Talk about likes and dislikes of a product. (Doesn’t have to be their own.)</p> <p>Key Vocab</p>	<p>Coordination – footwork</p> <p>Static balance – one leg</p> <p>Dynamic balance to agility – jumping and landing</p> <p>Static balance - seated</p>	<p>♫ that music can be fast and slow and can find the pulse to the piece of music that I am listening to by dancing, clapping or playing an un-tuned instrument. (Pulse/ Tempo)</p> <p>♫ that music is made up of a range of different sounds and can identify some in the music that I listen to. (Texture/ Timbre)</p> <p>♫ sing simple songs (mi-so), chants and thymes with guidance and start to sing collectively at the same pitch while following simple cues. (Singing)</p> <p>♫ that music can be the same or different and music can tell stories. I can give my opinion on the piece of music that I am listening to. (Listen and Appraise)</p>	

Year 1 - SPRING TERM

Reading	Writing	Maths	Science
<p>Year 1 focus is sound and blending (phonics). At the same time they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.</p> <p>NC (p21) – Year 1 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>(p21) becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>(p21) learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>(p21) THE START OF COMPREHENSION : understand both the books they can already read accurately and fluently and those they listen to.</p> <p><u>Term 2A</u> World Book Day Poetry Jamboree (re-tell poetry by heart)</p>	<p><u>1. Bold Women in Black History</u> Write Stuff- Biography EK:</p> <ul style="list-style-type: none"> - Construct a sentence joining clauses using ‘and’ - Full stops - Capital letters for names, place names - Suffixes that can be added to verbs where no change is needed in the spelling of the root word <p>(6 weeks)</p> <p><u>2. Supertato</u> Narrative</p> <p>EK:</p> <ul style="list-style-type: none"> - Adding suffixes –est - Prefix un - Capital letters - Full stops - Finger spaces - Joining words with and - Capital letters for names <p>(6 weeks)</p>	<p>Numbers to 20:</p> <p>Addition and subtraction within 20:</p> <p>Numbers to 50:</p> <p>Introducing length and height:</p> <p>Introducing weight and volume:</p>	<p style="text-align: center;">Everyday materials <u>Object or material?</u> <i>Identify and name materials.</i></p> <p>EK - Identify and name a variety of everyday materials including wood, plastic, glass, water and rock (and what objects are made of) EPFW – To be able to identify and classify.</p> <p style="text-align: center;"><i>Seasonal change*</i></p> <p style="text-align: center;">Everyday materials <u>Physical properties.</u> <i>Compare and group materials.</i></p> <p>EK - Describe the simple physical properties of a variety of everyday materials including wood, plastic, glass, water and rock. EPFW - To be able to identify and classify. To be able to observe carefully. To be able to ask simple questions</p> <p style="text-align: center;"><i>Seasonal change*</i></p>

Year 1 – SPRING TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend.</p> <p>T - Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). I – Recognise that Jesus gives instructions about how to behave. C - Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p><u>Significant Individuals</u> Know that for much of history, helping people to heal has involved lots of superstition and guesswork, but that now modern science ensures that sensible treatments are used to help people get better</p> <p>Know that there have been particularly important nurses in history who are famous today because of the significant impact on many people’s lives</p> <p>Know that Florence Nightingale is a famous person from history who had a significant impact on nursing</p> <p>Know that Nightingale cared for soldiers all through the night and was gained the nickname ‘the lady of the lamp’</p>	<p>Know that the United Kingdom is a country that is in the continent of Europe, and locate the United Kingdom on a map of the world and a globe.</p> <p>Know that the United Kingdom is made up of four smaller countries: England, Wales, Scotland and Northern Ireland. In the past these were all separate countries.</p> <p>Know that England has the largest population out of the four countries. This means that more people live in England than in the other countries of the UK.</p> <p>Know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean.</p>	<p>1.4 To follow and create simple instructions on the computer. To consider how the order of instructions affects the result.</p> <p>1.5 To understand how to create and debug a set of instructions (algorithm). To understand how to change and extend the algorithm list. To set challenges for peers.</p>	<p>Dreams and goals To start to set goals To identify success and achievements and the feelings we get when we succeed. To be brave enough to tackle new challenges. To begin to understand what makes a good learner and collaborator.</p> <p>Healthy me Road safety I understand how to keep healthy and make choices. I understand that being healthy can make you happier. I understand how to keep myself clean. I know which things in my home that only adults can touch (medicine)</p>
ART	DT	PE	MUSIC	MFL
<p>To begin to develop knowledge of known artists. To begin to be able to respond to a piece of art. To use printing techniques to reproduce art in the style of a famous artist.</p>	<p>Moving Pictures Create products/ideas from a given design criteria. Stating what product they are designing/making, what they are for and who they are for. Begin to communicate ideas through discussion and simple drawings. Measures, marks out, shapes and cuts simple materials e.g. paper, cardboard ... Know about simple levers / sliders / pivots. Key vocab</p>	<p>Dynamic balance – on a line Static balance – stance</p> <p>Coordination – ball skills Counter balance - with a partner</p>	<p>♫ that music is made up of a range of rhythms and can copy back simple rhythms by clapping, dancing or playing an un-tuned instrument. (Rhythm) ♫ that some notes can be long and short/ high and low and can identify them in music that I am familiar with. (Pitch/ Duration) ♫ improvise simple vocal chants and create musical sound effects in response to stimuli. I can respond to simple graphic notations to created sounds (Performing/ Composing) ♫ that music can be the same or different and music can tell stories. I can give my opinion on the piece of music that I am listening to. (Listen and Appraise) CONTINUE AND DEEPEN.</p>	<p>My name is (j’mapelle...)</p> <p>Hello (Bonjour) Goodbye (Au revoir)</p> <p>How are you (Ca va?)</p>

Year 1 - SUMMER TERM

Reading	Writing	Maths	Science
<p>Year 1 focus is sound and blending (phonics). At the same time they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary.</p> <p>NC (p21) – Year 1 listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>(p21) becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>(p21) learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>(p21) THE START OF COMPREHENSION : understand both the books they can already read accurately and fluently and those they listen to.</p>	<p><u>1. The Song of the Sea</u> Write Stuff – Narrative / Irish Myth EK:</p> <ul style="list-style-type: none"> - Construct a sentence - Capital letters - Full stops - Question marks - Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) <p>(3 weeks)</p> <p><u>2. Pirates Next Door</u> Character & setting descriptions EK:</p> <ul style="list-style-type: none"> - Adding suffixes –est - Prefix un- - Capital letters - Full stops - Finger spaces - Joining words with and - Capital letters for names <p>(3 weeks)</p> <p><u>3. Little Red Riding Hood</u> Write Stuff - Narrative EK:</p> <ul style="list-style-type: none"> - Construct a sentence - Exclamation marks - Use pronoun I (during independent write) <p>(3 weeks)</p>	<p>Multiplication and division</p> <p>Halves and quarters</p> <p>Position and direction</p> <p>Numbers to 100</p> <p>Money</p> <p>Time</p>	<p style="text-align: center;">Plants</p> <p>EK - To be able to identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.</p> <p>EPFW - To be able to observe closely.</p> <p style="text-align: center;"><i>Seasonal change*</i></p> <p style="text-align: center;">Animals including humans</p> <p>EK - To be able to (sort) identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates (inc what they eat)</p> <p>EPFW - To be able to record data</p> <p style="text-align: center;">Seasonal change*</p>

Year 1 – SUMMER TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>I can talk about how cards help to mark celebrations.</p> <p>I can recognise some of the symbols used at Chanukah and start to explain them.</p> <p>I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s\he feels about God.</p> <p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>I can start to make a connection between being Jewish and decisions about behaviour.</p>	<p><u>Pirates</u></p>	<p>Know that the four seasons are spring, summer, autumn and winter and know the order of the cycle (see diagram below)</p> <p>Know that it is coldest in the winter and hottest in the summer</p> <p>Know that the UK <u>does not</u> usually experience extremely cold winters or summers, and is thus a temperate country; this is an aspect of the UK's climate</p> <p>Know that temperature can be measured using a thermometer</p>	<p>1.7 (6) To understand that an algorithm is a set of instructions used to solve a problem or achieve an objective (CS)</p> <p>To know that a computer program turns an algorithm into code that the computer can understand (CS)</p> <p>To work out what is wrong with a simple algorithm when the steps are out of order and can write their own simple algorithm (CS)</p> <p>To know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code (CS)</p> <p>1.8 (3) To know what a spreadsheet program looks like (IT)</p> <p>To enter data into spreadsheet cells (IT)</p> <p>1.9 (2) To understand what is meant by technology and can identify a variety of examples both in and out of school (DL)</p>	<p>Relationships.</p> <p>I understand what it means to belong to a family</p> <p>I know how to make friends and how to be a good friend.</p> <p>I know which people are special to me.</p> <p>I can say what I like and don't like.</p> <p>I know who to talk to if something makes me uncomfortable.</p> <p>I know the people who I can trust and that will help me.</p> <p>Changing me</p> <p>I know about some life cycles of animals and humans.</p> <p>I know ways I have changed since being a baby.</p> <p>I can use some of the correct terms for parts of male and female bodies.</p> <p>I can think about and prepare for changing year groups.</p>
ART	DT	PE	MUSIC	MFL
<p>Earth Art</p> <p>To design and follow a design.</p> <p>Experiment with different textures and surfaces using natural materials.</p>	<p>Stable Structure (Garage)</p> <p>Selecting from a range of given tools based on their characteristics after discussion/demonstration.</p> <p>Beginning to understand how structures can be made stronger/stiffer/more stable.</p>	<p>Coordination – sending and receiving</p> <p>Agility – reaction / response (dance)</p> <p>Agility – ball chasing</p> <p>Static balance – floor work</p> <p>Sports Day</p>	<p>♫ play a tuned instrument using the notes C & D. I can play my instrument quietly and loudly when instructed. (Dynamics and Playing)</p> <p>♫ improvise a short piece of music based on what I have already learnt/ listened to. I can then perform it to others. (Improvise and Perform)</p> <p>♫ that music can be the same or different and music can tell stories. I can give my opinion on the piece of music that I am listening to. (Listen and Appraise) CONTINUE AND DEEPEN.</p>	<p>My name is (Je m'appelle...)</p> <p>Hello (Bonjour)</p> <p>Goodbye (Au revoir)</p> <p>How are you (Ça va?)</p> <p>Look (regarde)</p> <p>Listen (ecoute)</p>