

## English

### **Theme link:**

Weather poems  
Reports about inventors/inventions.  
Instructions on how to get somewhere  
Instructions on how to make something

### **Content:**

Contemporary Fiction – Stories reflecting children’s own experience.

Report.

Instructions.

Poetry

### **Milestone ref:**

- Use adjectives to add detail.
- Use names of people, places and things.
- Use well-chosen adjectives.
- Re-read writing to check it makes sense.
- Use the correct tenses.
- Organise writing in line with its purpose.
- Write capital letters and digits of consistent size.
- Spell words containing 40+ learned phonemes.
- Spell common exception words (the, said, one, two and the days of the week).
- Name letters of the alphabet in order.
- Use letter names to describe spellings of words.
- Use the word ‘and’ to join words and sentences.
- Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.
- Discuss writing with the teacher and other pupils.
- Use and understand grammatical terminology in discussing writing:
  - word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.
- Spell by segmenting words into phonemes and represent them with the correct graphemes.

## CURRICULUM MAP YEAR 1

Spring TERM

Inventors

## Science

### Materials

Focus on understanding of different types of materials (man made and natural).

### **National Curriculum ref:**

Classifying and sorting materials

- 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

### **Milestone ref:**

- Identify and classify.
- 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.

## Science

### Seasonal changes (on-going)

### **National Curriculum ref:**

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

### **Milestone ref:**

- Observe the apparent movement of the Sun during the day.
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

## R.E.

### **Theme link:**

Belonging  
Easter

### **Content:**

Belonging - This unit is about what it means to belong to a religious community  
Easter – Giving up something for love.

### **Milestone ref:**

- Name some religious symbols.
- Explain the meaning of some religious symbols.
- Identify how they have to make their own choices in life.
- Explain how actions affect others.

**CURRICULUM MAP  
YEAR 1**

**SPRNG TERM**

**Inventors**

**History**

**Theme Link:**

Famous inventors:  
Leonardo Da Vinci  
Thomas Edison  
Alexander Graham Bell

**National Curriculum ref:**

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Lives of significant individuals (famous explorers).  
Wide range of everyday historical terms.

**Milestone ref:**

- Recount changes that have occurred in their own lives.
- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Label time lines with words or phrases such as: past, present, older and newer.
- Use dates where appropriate.
- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.
- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

**Music**

**Theme link:**

Exploring and inventing music and sounds.  
Exploring different composers.

**Content:**

Children will invent/compose their own music using a range of different instruments.

**Milestone ref:**

- Identify the beat of a tune.
- Create a sequence of long and short sounds.
- Clap rhythms.
- Create a mixture of different sounds (long and short, loud and quiet, high and low).
- Choose sounds to create an effect.

**Computing**

**Theme link:**

Children will learn about famous inventors and their inventions. They will gather, record and present data about them.

**Herts ICT Scheme ref:**

**Visual Information:**

Children investigate how we derive information from the world around us, including both digital and non-digital sources. They use datalogging devices to explore environmental conditions and organise objects using branching databases. They compare the ways in which people and computer programs might sort such objects.

**Content:**

Children will collect data about popular inventions and represent them using a bar graph and identify using yes/no questions.  
Children will produce labels for the classroom and topic related items.

**Milestone ref:**

- Use simple databases to record information in areas across the curriculum.

**CURRICULUM MAP  
YEAR 1**

**SPRING TERM**

**Inventors**

**PSHE**

**Theme link:**

Children will discuss things they are good at and enjoy doing. They will discuss how to create opportunities to pursue their goals and take charge of their futures (linking to how famous inventors believed in themselves and pursued their passions and hobbies).

**Content:**

**Looking Forward**

This unit discusses different things children enjoy and how they like to learn. It explores jobs people do, with a focus on goal setting.

**My Friends and Family**

This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as loss.

**Milestone ref:**

- Try new things with the help of others.
- Talk about some things of personal interest.
- Join in with familiar activities.
- Concentrate on things of interest.
- Work hard with the help of others..
- Express doubts and fears.
- Explain feelings in uncomfortable situations.
- Begin to push past fears (with encouragement).
- With help, develop ideas.
- Respond to the ideas of others'.
- Respond to questions about ideas.
- Act on some ideas.
- Share with others likes about own efforts.
- Choose one thing to improve (with help).
- Make a small improvement (with help).

**P.E.**

**Theme link:**

Exploring different apparatus and ways of travelling/moving. Children will 'invent' a sequence of moves to communicate a mood, feeling or idea.

**Content:**

Gymnastics

**Milestone ref:**

- Travel by rolling forwards, backwards and sideways.
  - Hold a position whilst balancing on different points of the body.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.

**Design and Technology**

**Theme link:**

Designing, making and evaluating inventions.

**Content:**

Children will create their own inventions after taking inspiration from famous inventors.

**Milestone ref:**

- Shape textiles using templates.
- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.
- Create products using levers, wheels and winding mechanisms.
- Design products that have a clear purpose and an intended user.
- Make products, refining the design as work progresses.