

Selby Community Primary School Year 1 Curriculum Map

	Autumn		Spring		Summer	
Literacy-Fiction	Billy's Beetle Little Charlie		Three Billy Goats Gruff Cinderella		Rainbow fish The Princess and the dragon	
Literacy-Non-Fiction	Instructions Report		Discussion Persuasion		Explanation Recount	
Poetry	Poems on a theme	Festive poems	Poems to perform	Rhyme for enjoyment	Famous Poet study	Vocabulary to challenge
Phonics	Extended Code Units 1-10		Extended Code Units 11-19		Extended Code Units 20-26	
	/ae//ee//oe/ /er/	/e//ow//oo/	/ie//oo//u/	/s//l//or/	/air//ue//oy/	/ar//o/
Reading	The Bog Baby		Lost and Found Beegu		Dogger Coming to England	
Maths	Place Value (to 10 & to 20), Addition & Subtraction (to 10), Shape		Addition & Subtraction (to 20), Place Value (to 50), Length & Height, Weight & Volume		Multiplication & Division, Fractions, Position & Direction, Money, Time	
Science	Seasonal change Our Bodies plus Senses		Everyday materials		Plants (Yr1) Animals (Yr1)	
History	Toys in the past		Selby Abbey Fire 1905		Charles Darwin	
Geography	Weather Local Area – Selby		Countries within the UK		Compare & contrast UK to that of a Non-European Country.	
	Geographical skills and fieldwork					
RE	Who is a Christian and what do they believe? What can we learn from the Bible?		What makes some places sacred?		What does it mean to belong to a faith community?	
	Christmas		Easter			
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music	Pulse/Beat & Composition		Rhythm & Composition		Pitch & Composition	
	Singing & Listening					
PE	Street Dance (coach) Throwing and catching (Large balls)	Football Yoga	Multi skills and games Bat and Ball	Floor Gymnastics (coach) Playground games/skipping	Gymnastics (apparatus) Fitness	Athletics Throwing and catching (small balls)
Design Technology	Food Textile item Construction materials and kits					
Art	Focus Artist: Barbara Hepworth					
	Sculpture- Natural resources & Clay					
	Collage- Mixed materials					
	Painting- Watercolour & poster paint					
	Drawing- Use lines of different thickness, add texture with dots and lines to draw a landscape.					
Computing	Computer systems and networks – Technology around us	Creating media – Digital painting	Programming- Moving a robot	Data and information - Grouping data	Creating media – Digital writing	Programming – Introduction to animation
Visits	Church (local) & wood/park (further afield)					
Life skill	Jigsaws					
Cooking	Baking-sweet					
UNICEF articles	7 & 13		24 & 27		28 & 31	

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Year 1 end of Year subject expectations

Subject	Expected Standard					
Science	Suggest what might happen and ways to test ideas.		Make simple observations. Explore using the five senses. Make simple comparisons and groupings.		Communicate findings in simple ways. Collect evidence to try to answer a question.	
PE	Children can make up a short dance, can perform own dance moves and watch others perform. Can control body when travelling and balancing and can roll, curl, travel and balance in different ways. They can work on their own and with a partner. Children can talk about healthy foods and about the importance and effect of exercising regularly. In games they can use different ways to throw, catch and kick a ball.					
History	Begin to create time lines.		Recognise and discuss how some objects belonged to the past and ask and answer questions about them including 'why' questions.		Begin to use language related to the passing of time.	
Geography	Present geographical information using simple maps and graphs.		Name and locate 4 countries of UK, and name some of the main towns and cities in UK. Explain how weather changes, and name the seasons. Explain the main things that are in hot and cold places. Explain where I live and know my address.		Describe the human and physical geography of the local area and a World region. Begin to use some geographical resources	
RE	Use some religious words and phrases to recognise and name features of life and practice in religions. Recall religious stories, actions and celebrations and recognise religious words, symbols and artefacts.			Express their own experiences, feelings and celebrations. Ask about what they find interesting or puzzling. Talk about what is of value to themselves or others.		
Art	Recognise that ideas can be expressed in art work and experiment with an open mind. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.		Sculpture - Able to use natural resources to create a combination of shapes and use clay to roll, cut, mould and carve. Collage – Able to mix materials to create texture, cut torn and glued. Painting – Able to use thick and thin brushes to explore watercolour and poster paint and mix primary to secondary colours, tones and tints Drawing - Extend variety of drawing tools, use lines of different thickness, add texture with dots and lines. Observe and draw landscapes, patterns and anatomy.		Show interest in and describe what they think about the work of others	Recognise and describe some simple characteristics of different kinds of art, craft and know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.
DT	Generate their design ideas through talking and drawing		Use a range of tools and materials to cut shape and join when making a product.		Evaluate their products, identifying strengths and any changes they have made.	Begin to use the basic principles of a healthy diet. Prepare food products using cutting peeling and grating.
Computing	Create a series of instructions that can be programmed, store and retrieve digital content, record sound and navigate a web site.					
Music	Begin to sing and play tuned and un-tuned percussion instruments with an awareness of the beat and performing in time. Increasing levels of tunefulness in solo and ensemble singing. Use creativity to develop new musical ideas and patterns. Use a rhythmical accompaniment with singing. Explore how music can be notated graphically					
PSHE (Taken from Jigsaw scheme of work)	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.

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Year 1 end of Year subject expectations for mastery

Subject	Mastery Expectations
Science	Learning is transferred and applied into different contexts. Explain their understanding to others.
PE	Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.
History	Learning is transferred and applied into different contexts. Explain their understanding to others.
Geography	Ask simple geographical questions and suggest how we could answer these. Present information with accuracy and explains to others.
RE	Begin to show awareness of similarities between religions. Retell stories and suggest meanings for stories and artefacts. Ask others about their celebrations, feelings, values and questions - listening with interest to their answers.
Art	Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group.
DT	The pupil can produce a clear drawing about what they want to make and can discuss it. They can use tools and techniques to cut shape and join materials to make a recognisable product. Can identify the strengths of their products and discuss weaknesses.
Computing	Able to communicate different ways in which instructions can be programmed.
Music	Play in time and sing with tunefulness with a natural sense and understanding of the beat and an overall sense of musicality Create new musical ideas with freedom from instruction
PSHE	To communicate the expectations both orally and in writing.

Year 1 Subject Vocabulary

PE	travelling	throw	control	repetition
	speed	underarm	direction	space
	pace	rules	catch	balance
Science	deciduous	herbivore	mammal	summer
	evergreen	omnivore	reptile	autumn
	carnivore	amphibian	spring	winter
History	evidence	past	order	significant
	compare	contrast	here/now/then	old/older/oldest
	source	timeline	week/ years ago	a long time ago
	artefacts	natural selection		
Geography	United Kingdom – England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff			
	weather	route	North Pole	human feature
	season	address	South Pole	town
	map	compass	north, south, east, west	city
	atlas	Equator	physical feature	landmark
RE	Christianity	Bible	Sikhism	Guru
	Judaism	Torah	Islam	Qu'ran
	Church	Communion	Synagogue	Rabbi
	Mosque	Imam	Shabbat	Hadith
Art	sketch	creative	print	imagination
	observe	evaluate	texture	line
	shape	form	space	artist
	shade	sculpture	design	model
DT	making	cardboard	grate	spread
	material	join (glue)	shape	stir
	drawing	strong	peel	
Computing	algorithm	program	debug	reasoning
	behaviour	Digital content	information technology	personal information
	instructions	website	word processor	record
Music	pitch	ostinato	pitch picture	dynamics
	tempo	the beat (pulse)	note names (in context)	rhythm
PSHE	See Jigsaw scheme of work for vocabulary.			
Maths	addition	Half	equal	sharing
	subtraction	quarter	double	grouping
	position	total	3-D	hour
	horizontal	rectangle	sphere	second
	vertical	cuboid	cube	minute
	height	pyramid	pence	pound
	length	months of the year	tens 10,20,...100	