

**Warden Hill Primary School Curriculum Mapping 2015-16**  
**Year Group: 1**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	This is Me!	Frozen	Ready Steady Cook	Location, Location, Location.	Jack and the Beanstalk	Amazing Animals
Assemblies						
Literacy	<p><b>Non-Fiction:</b> Recount (Summer Holiday/Trip around the school/Nature Area)</p> <p><b>Poetry:</b> Pattern and Rhyme</p> <p><b>Narrative:</b> Familiar Stories ('The Gingerbread man', 'The boy who was afraid of spiders')</p>	<p><b>Narrative:</b> Stories from another Culture - The Polar Bear Son (An Inuit Tale)</p> <p><b>Non-fiction:</b> Report writing (Arctic Animals/Igloos)</p>	<p><b>Non fiction</b> - instructions (how to make a sandwich)</p> <p><b>Explanations</b> - likes/dislikes of food/is a material suitable?</p>	<p><b>Narrative:</b> Contemporary fiction(story featuring a home)</p> <p><b>Non-Fiction:</b> Labels, Lists and Captions (homes)</p>	<p><b>Narrative:</b> Fairy Tales (Jack and the Beanstalk)</p> <p><b>Non-Fiction:</b> Instructions - planting a bean.</p>	<p><b>Non-Fiction:</b> Information Texts - Animals</p> <p><b>Poetry:</b> Animal Poems, rhyming couplets. Recite familiar poems by heart</p>
Guided Reading						
Numeracy	<ul style="list-style-type: none"> <li>Identifying and writing numbers 1-20</li> <li>Ordering numbers</li> <li>Counting on and back from 2 digit number and number bonds</li> <li>Physical addition and addition using a number line.</li> <li>Naming 2d shapes and 3d shapes</li> <li>Properties of 2d and 3d shapes</li> </ul>	<ul style="list-style-type: none"> <li>Money- identifying different coins and ordering amounts.</li> <li>Money- I can make amounts in alternative ways</li> <li>Measurement - I compare distances and order from heights.</li> <li>Time- I can use time vocabulary and begin to tell the time using o'clocks and half pasts.</li> <li>Positional language- I can programme a Bee bot.</li> </ul>	<ul style="list-style-type: none"> <li>Counting in 2s</li> <li>Counting in 5s and 10s</li> <li>Addition and subtraction using symbols +, - =</li> <li>Ordering weights by comparing.</li> <li>Time- tell the time using o'clocks and half pasts</li> <li>2d and 3d shape properties</li> <li>Introduce tessellation.</li> </ul>	<ul style="list-style-type: none"> <li>Doubling and halving</li> <li>Addition and subtraction</li> <li>Use symbols +, - =</li> <li>Halving shapes</li> <li>Quarters- Divide shapes into quarters</li> <li>Using volume vocabulary and Order Volume by comparing</li> </ul>	<ul style="list-style-type: none"> <li>Double and halving.</li> <li>Quarters</li> <li>Partitioning numbers</li> <li>Place value</li> <li>Adding and taking away multiples of 10 to a 2 digit number</li> <li>Number Sentences</li> <li>Inverses missing number questions</li> <li>Measurement and Word problems and comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Repeated addition and Arrays</li> <li>Sharing, Halving and quartering</li> <li>Number facts- 3+7= 30+70=</li> <li>Odd and Even</li> <li>Counting in 2, 5, and 10s</li> <li>Sequences</li> </ul>
Science	Humans including animals	Seasonal Changes (Autumn and Winter)	Everyday materials	Seasonal Changes (Spring/Summer)	Plants	Animals including humans
ICT	'We are Painters' self portraits and illustrating an ebook (about ourselves) (using a digital camera to take each others photographs)	'We are celebrating' creating a card electronically (Christmas)	'We are TV Chefs' filming the steps of a recipe	'We are Treasure Hunters' using programmable toys to navigate a map of the classroom/school	'We are Story Tellers' producing a talking book	'We are Collectors' finding images using the web  Henri Rousseau Jungle picture (using the

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						internet to create scenes from a library)
RE	What does it mean to belong?	The Christmas Story	Why are some stories special?	The Easter Story	What special things help people to worship?	
History	'Look how I have changed' (Changes in children's lives. Timelines - ourselves/toys etc.)	Arctic Explorer - Significant person from the past - Scott/Edward Wilson		Comparison with homes (different features of different houses, comparing homes of today with homes in the past)		
Geography				Our local area features of area Route to school Jobs & buildings	Comparison of localities: Cheltenham (locality week)	Contrasting climate and landscape (Africa) - rainforest/grasslands and desert
DT		Unit 1A Moving pictures Christmas theme	Cooking (Waitrose)		Unit 1D Homes - Design and make a room for the Giant's castle	Unit 2A Vehicles - Safari Jeep
Art	Self portrait Different mediums and techniques (sketch, paint, modern colour substitution, ICT) References to specific artists.		Materials - Weaving (place mats)	Sculpture Exploring the school grounds and the Nature Area and making a sculpture to enhance the Nature Area		
Music	Unit 1a Sounds interesting: exploring sounds		Unit 1b Feel the pulse: exploring pulse & rhythm		Unit 1c The long and the short of it: exploring duration	
PE	Dance (major focus) Incorporating travel, gesture and jumps into a sequence of movements. Games skills (minor focus) Running skills/hand/eye coordination		Gymnastics (minor focus) Body shapes and travelling. Games Skills (main focus) Running skills/hand/eye coordination Team games		Gymnastics (main focus) Body shapes and travelling on large apparatus/sequences Dance (minor focus) African music and animal movements	

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PSHE	Unit 1I How my body works & changes Unit 1B Self-awareness	Unit 1C My relationships Unit 1H Similarities & differences	Unit 1J Maintaining personal hygiene Unit 1L Healthy lifestyles	Unit 1G Me in my community Unit 1E Rules & rights	Unit 1A Communication & participation Unit 1D Valuing difference	Unit 1F Understanding & practising democracy Unit 1K Changing emotions & responsibilities
SMSC	<p>Our aim in Year one is to develop independent, reflective and engaged children, who have a wider understanding of modern Britain.</p> <p>At Warden Hill we encourage our children to take ownership of their learning in class and at a wider school level. The children learn the importance of roles and responsibilities by helping within the classroom through helping hands or star helpers. At the start of each year, the children design their own class contract for behaviour and good behaviour is rewarded through house points, merit mark assemblies and individual class rewards such as respect points. Our class contracts when combined with our RE, PSHE and circle time help the children to develop an understanding of right and wrong and British cultural values. Furthermore, the children have a voice on wider school issues through school council, house captain and eco member elections. These elections help develop an understanding of democracy and environmental issues.</p> <p>At Warden Hill we encourage reflective children through meditation time, role play scenarios and thinking cards. We aim to develop children who can take turns, work well in a group and respectfully listen to other people's opinions. We also want the children to understand they are unique and of immense worth by celebrating their birthday's with cards, rewarding their achievements both in and out of school.</p> <p>At Warden Hill we work with our partners in the community to help develop an understanding of religious, sporting and cultural traditions. Local vicars, ministers and church groups come in to take assemblies and we work with other schools and sports teams such as Gloucester All Golds to provide sporting opportunities.</p> <p>At Warden Hill we develop engaged children, who have an understanding of key British events such as Saints days, the Queen's Birthday or the eclipse by having theme days or assemblies. This widening of the children's knowledge is helped by News boards in both Key Stages to bring topical issues to the children's attentions. Age specific issues are taught in a fun and engaging way. We teach social health issues through stories such as Dr. Dog and role play. We develop happy children by</p>					

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	<p>helping friendship groups and modelling games that they can play on the playground. Our holistic approach seeks to create engaged, dynamic and collaborative children ready for 21<sup>st</sup> century Britain.</p>
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