

## Carlton Primary School Year 1 Curriculum Map

	Autumn		Spring		Summer	
<b>Literacy-Fiction</b>	Billy's Beetle Little Charlie		Cinderella Rainbow fish		The Princess and the dragon Three Billy Goats Gruff	
<b>Literacy-Non-Fiction</b>	Instructions Recount		Discussion Persuasion		Explanation Report	
<b>Poetry</b>	Poems on a theme	Festive poems	Poems to perform	Rhyme for enjoyment	Famous Poet study	Vocabulary to challenge
<b>Phonics</b>	Pink ay, ee, igh, ow, oo, oo	Orange ar, or, air, ir, ou, oy	Yellow		Blue a_e, ea,i_e, o_e, u_e, oi	Grey ai, oa, aw, ur, er, ire, ear, ure, ew, are, ow
<b>Reading</b>	Beegu The Bog Baby		Dogger Elmer		Lost and Found The Tiger Who Came To Tea	
<b>Maths</b>	Place Value - within 10 (5 weeks) Addition and Subtraction - within 10 (5 weeks) Geometry - shape (1 week) Consolidation (1 week)		Place Value - within 20 (3 weeks) Addition and Subtraction - within 20 (3 weeks) Place Value - within 50 (2 weeks) Length and Height (2 weeks) Mass and Volume (2 weeks)		Multiplication and Division (3 weeks) Fractions (2 weeks) Geometry - position and direction (1 week) Place value - within 100 (2 weeks) Money (1 week) Time (2 weeks) Consolidation (1 week)	
<b>Science</b>	Seasonal Change/ Weather  Our Bodies plus Senses		Everyday Materials  Working Scientifically		Plants (Y1)  Animals (Y1)	
<b>History</b>	Toys in the past		Local history - Carlton		Lives of significant individuals – Charles Darwin	
<b>Geography</b>	Carlton		Countries within the UK		Non-European region- compare & contrast	
	Geographical skills and fieldwork					
<b>RE</b>	Who is a Christian and what do they believe? What can we learn from the Bible?  Christmas		What makes some places sacred?  Easter		What does it mean to belong to a faith community?	
<b>PSHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Music</b>	Pulse/Beat & Composition Nativity		Rhythm & Composition		Pitch & Composition	
	Singing and listening					
<b>PE</b>	Fundamentals	Fitness	Dance	Gymnastics	Athletics	Target Games
	Sending + Receiving	Invasion	Yoga	Team Building	Bat Skills	Striking and Fielding
<b>Design Technology</b>	Textile item – Bookmarks		Food – Fruit Kebabs		Construction materials and kits - Bridges	
<b>Art</b>	Artist Andy Goldsworthy					
	Drawing		Painting		Ceramics	
	Art Experience: Natural sculpture					

<b>Computing</b>	Word Processing	<b>Algorithms and programming</b> Create a series of instruction and program toy.	<b>Information Technology-</b> Create, store and retrieve digital content.
	<b>Digital Literacy-</b> Use technology safely and keep personal information private.		Word Processing
<b>Visits</b>	Woodland visit		
<b>ReflectEd</b>	New skills- Tying shoelaces Growth Mindset Mistakes	Successful learners Reading Problem solving & memory	Growth mindset Metacognitive talk Plan, monitor, evaluate
<b>Life skill</b>	Jigsaws and tying a shoelace (ReflectEd).		
<b>Cooking</b>	Baking-sweet – Christmas Cake		

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**Year 1 end of Year subject expectations**

Subject	Expected Standard			
<b>Science</b>	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.	
<b>PE</b>	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.			
<b>History</b>	Begin to use language related to the passing of time. Recognise and discuss how some objects belonged to the past and ask and answer questions about them including 'why' questions. Begin to create time lines.			
<b>Geography</b>	Name and locate 4 countries of UK, and name some of the main towns and cities in UK. Describe the human and physical geography of the local area, the UK, a place in Europe and a World region. 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. . Begin to use some geographical resources Present geographical information using simple maps and graphs.			
<b>RE</b>	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.		
<b>Art</b>	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.	<b>Sculpture-</b> Able to use natural resources to create a combination of shapes and use clay to roll, cut, mould and carve. <b>Painting</b> – Able to use thick and thin brushes to explore watercolour and poster paint and mix primary to secondary colours, tones and tints <b>Drawing-</b> 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.
<b>DT</b>	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.
<b>Computing</b>	Create a series of instructions that can be programmed, store and retrieve digital content, record sound and navigate a web site.			
<b>Music</b>	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			
<b>PSHE</b>	Know the importance of personal hygiene and to understand the role of medicines in promoting health and the reasons why people use them. Understand the need to have money to pay for items, how to keep money safe and how money can be saved. Set simple goals for the future and understand the work that family members and people in the community do. Recognise what they are good at and to understand the need to keep going when things are difficult.			

**Carlton Primary School**  
**Year 1 end of Year subject expectations for mastery**

<b>Subject</b>	<b>Mastery Expectations</b>
<b>Science</b>	Learning is transferred and applied into different contexts. Explain their understanding to others.
<b>PE</b>	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.
<b>History</b>	Learning is transferred and applied into different contexts. Explain their understanding to others.
<b>Geography</b>	Ask simple geographical questions and suggest how we could answer these. Present information with accuracy and explains to others.
<b>RE</b>	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.
<b>Art</b>	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.
<b>DT</b>	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.
<b>Computing</b>	Able to communicate different ways in which instructions can be programmed.
<b>Music</b>	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
<b>PSHE</b>	To communicate the expectations both orally and in writing. Able to express ways in which they can stay healthy including diet and understand the importance of saving money.

## Year 1 Subject Vocabulary

<b>PE</b>	namaste	aim	control	repetition
	athlete	warm up	direction	perform
	teamwork	rules	sport	movement
<b>Science</b>	deciduous	herbivore	mammal	observe
	evergreen	omnivore	reptile	prediction
	carnivore	amphibian	senses	material
<b>History</b>	evidence	order	Lord/Lady	significant
	compare	contrast	peasant	artefacts
	source	timeline	chapel	natural selection
<b>Geography</b>	United Kingdom – England, Ireland, Scotland, Wales, Capital cities London, Belfast, Edinburgh, Cardiff			
	human feature	Europe	North, East, South, West	compass
	physical feature	atlas	road	globe
	local community	route	address	agricultural
<b>RE</b>	sacred	Good Friday	Mosque	Muslim
	bible	symbols	Church	Christian
	Christmas	belonging	Synagogue	Jewish
<b>Art</b>	shade	stippling	stripes	score
	tone	palette	dabs	tile
	pressure	bristles	pinch pot	sculpture
	hatching	“creamy yoghurt”	coil	slat
<b>DT</b>	making	sewing	bridge	skewers
	material	join (glue)	textile	healthy diet
	design	structures	peel	evaluate
<b>Computing</b>	algorithm	sprite	debug	bold
	keys/keyboard	save	personal information	italics
	cursor	website	tool	underline
<b>Music</b>	pitch	beat	percussion family	
	tempo	rhythm	compose	
<b>PSHE</b>	special	on purpose	exercise	changes
	proud	achievement	hygienic	life cycle
	similarities/differences	obstacle	family	private
	bullying	success	belong	vagina
	friend	balanced	qualities	penis, testicles