



CLAYESMORE

D O R S E T

2019-20 Curriculum Map for Maple Class – YR and Y1

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics (subject to change in keeping with children's interests and needs)	Our School	Our World	Fantastic creatures	Journeys	Eco Kids	Growing
YR Communication, language and literacy (40-60+ Months)	Using topic inspired texts in conjunction with other areas of their learning, the children will develop in: <ul style="list-style-type: none"> • understanding humour, e.g. nonsense rhymes, jokes • following a story without pictures or props • listening and responding to ideas • extending their vocabulary, exploring the meaning and sounds of new words. • using language to imagine and recreate roles and experiences • linking statements and sticking to a main theme • using talk to organise, sequence and clarify their thinking, ideas, feelings and events • introducing a storyline or narrative into their play • continuing a rhyming string. • hearing and saying the initial sound in words • segmenting the sounds in simple words and blending them together, and knowing which letters represent some of them • linking sounds to letters, naming and sounding the letters of the alphabet • reading words and simple sentences • using vocabulary and forms of speech that are increasingly influenced by their experiences of books • enjoying an increasing range of books and knowing that information can be retrieved from books and computers • giving meaning to marks they make as they draw, write and paint • beginning to break the flow of speech into words • using some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • writing own name and other things such as labels, captions • attempting to write short sentences in meaningful contexts 					
Y1 Literacy	Using topic led texts, phonics and other areas of the curriculum, the children will learn to: <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication 					

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading
- listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently
- be encouraged to link what they read or hear read to their own experiences
- become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognise and join in with predictable phrases
- learn to appreciate rhymes and poems, and to recite some by heart
- discuss word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by
- draw on what they already know or on background information and vocabulary provided by the teacher
- check that the text makes sense to them as they read and correcting inaccurate reading
- discuss the significance of the title and events of books
- make inferences on the basis of what is being said and done
- predict what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

Grammar, spelling and punctuation including:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for the year 1 English curriculum
- using grammatical terminology in discussing their writing

<p>Science</p>	<p>Animals Identify and name common variety of animals and insects, look at habitats, eating habits and learn how to group by comparing and contrasting these animals. Children will use the local environment to explore and answer questions about local habitats.</p> <p>Identifying and Comparing materials Children will use their senses to distinguish between an object and the material it is made from, identify and name a variety of everyday materials, describe their simple properties and then compare and group them.</p>	<p>Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Animals Children will look at creatures from around the world and identify similarities and differences between these and local animals and insects</p> <p>Comparing materials Physical properties: Changing shape of some solids, how they react, Permanent and temporary change, E.g. what happens to</p>	<p>Seasonal changes Pupils will observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies. Understand why seasons happen and how it affects our immediate world.</p> <p>Materials Physical properties: Permanent and temporary change, E.g. freezing and heating materials</p> <p>Plants Children will be taught to: name and identify a variety of common wild and garden plants, including deciduous and evergreen trees; identify and describe the basic structure of a variety of common flowering plants and trees. Plant life cycles and care, edible foods and where</p>
-----------------------	--	--	--

	<p>Seasonal changes Pupils will observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies. Understand why seasons happen and how it affects our immediate world.</p>	<p>certain materials when they are frozen (foods), solid to liquid, bending, twisting and malleable materials.</p>	<p>they come from. Children will use the local environment to explore and answer questions about local habitats.</p> <p>Animals Children will consider life cycles, habitats and the impact of change on these habitats, animal habits and learn how to group by comparing and contrasting.</p>
History	<p>Changes within living memory: Schools in the past and today</p> <p>Key historical events: Bonfire night, local festivals and those from around the world</p> <p>The lives of significant individuals: Educationalists, naturalists and inventors, explore Titanic connection?</p>	<p>Changes in living memory: travel and transport,</p> <p>Key historical events: invention of steam driven vehicles, industrial revolution, first aeroplane flight</p> <p>The lives of significant individuals: artists, explorers and engineers</p>	<p>Changes in living memory: growing up now and in the past, us and how we change.</p> <p>Key historical events: events that changed our way of life eg. Suffragettes, climate change etc.</p> <p>Lives of significant individuals: Sports people, campaigners and eco warriors</p>
Geography	<p>Human and Physical: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Locational knowledge: name and locate the world's seven continents and five oceans</p> <p>Place knowledge: understand geographical similarities and differences through studying a small area of the UK</p> <p>Skills: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Locational knowledge: Name and locate the four countries. of the UK Look at the surrounding seas and oceans.</p> <p>Place knowledge: understand geographical similarities and differences through studying a non-european country</p> <p>Human & Physical: Use basic geographical vocabulary to refer to key physical and human features</p> <p>Skills: Devise a simple map, marking landmarks and basic human and physical features and use and construct basic symbols in a key Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map</p>	<p>Environment - Taught in conjunction with PSHE Recycling, environmental change, impact</p> <p>Locational knowledge: name and locate the world's seven continents and five oceans</p> <p>Place knowledge: understand geographical similarities and differences through comparing a small area of the UK and another non-european country</p> <p>Human & Physical: Use basic geographical vocabulary to refer to key physical and human features, identify seasonal and daily weather patterns</p> <p>Skills: use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map</p>
	<p>Climate and weather, seasons are discussed on a daily basis with the children. Children will discover the meaning behind, and the history of celebrations, hear a number of Bible stories, and learn that there are different cultural attitudes, beliefs and different places of worship.</p>		
Art	<p>Children are taught to use a range of materials creatively, to design and make products related to our topics. They use drawing, painting and sculpture to express their ideas, experiences and imagination, both guided and independently. The children are supported in developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. This is often combined with teaching the children about a range of artists who might use various techniques as an inspiration.</p>		
Design and Technology	<p>In class we often use a technique known as 'Plan Do and Review' where through a variety of creative and practical activities, the children learn knowledge, understanding and skills needed to design and make. They do this through independent and supported investigation which also helps in the problem solving skills. The children work in a variety of contexts - indoors both indoors and outdoors. When designing and making, children are challenged to: Design (Plan), Make (Do), Evaluate (Review).</p> <ul style="list-style-type: none"> Design: the children are encouraged to design purposeful, functional, appealing products based on design criteria, and generate, develop, model and communicate their ideas through talking and drawing. 		

	<ul style="list-style-type: none"> ● Make: the children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. They select from and use a wide range of materials and components, including construction materials, textiles [and ingredients, according to their characteristics. ● Evaluate: the children explore and evaluate a range of existing products and begin to evaluate their ideas and products against design criteria. <p>Technical knowledge: Through these processes, the children learn to build structures, exploring how they can be made stronger, stiffer and more stable and explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.</p>				
PSHE /PSED	<p>Health and Wellbeing: Healthy lifestyles: Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene</p> <p>Relationships: Feelings and emotions: recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt.</p> <p>Keeping safe: people who are responsible for keeping us safe. personal identity: likes; choices; strengths</p> <p>Living in the Wider World: Rights and responsibilities: contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups. Taking care of our world - recycling.</p>	<p>Relationships: Valuing difference: Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences</p> <p>Relationships: secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying.</p> <p>Keeping safe:What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; Keeping safe online</p>	<p>Health and Wellbeing: Growing and changing: Change, loss and getting older; names of main body parts (including external genitalia Y1).</p> <p>Living in the Wider World: Money matters: sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices.</p> <p>Living in the Wider World: Taking care of the environment: improvements and harm to local environments; ways of looking after local environments.</p>		
British Values	<p>Through PSED and PSHE, children are taught the fundamentals of British Values:</p> <p>Democracy: making decisions together. As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development, Managers and staff encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.</p> <p>Rule of law: understanding rules matter . We ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. A focus on self-confidence & self-awareness and people & communities, children develop a positive sense of themselves. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning. We encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. The children are taught mutual respect and tolerance: treat others as you want to be treated. This forms part of the focus on people & communities, managing feelings & behaviour and making relationships. We create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.Children learn about tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.</p>				
Computing (YR)	Throughout the year, children are taught how to complete simple programs on a computer or tablet. Children use ICT hardware to interact with age-appropriate computer software using various technology including pcs, tablets, beebots and other programmable toys.				
Computing (Y1)	<p>Block Coding: Moving and clicking In this unit pupils learn that programs execute by following clear instructions. They</p>	<p>Mini-slideshows In this unit, the children create a narrated slideshow that they can share with others.</p>	<p>Filming a news story Pupils produce short videos of themselves presenting a news story about a new discovery. They also decompose a complex problem</p>	<p>Block coding: Obey my command Pupils learn to combine startup and input events to create more advanced apps and programs. They</p>	<p>Finding images using the web The pupils will use search engines on the web to find pictures of different types of topic related pictures and then explore ways in which those pictures can be organised.</p>

	are introduced to the fact that programs respond to inputs to do different things.	They will touch on keeping safe online.	into smaller parts - an important idea from computer science. Using programmable toys e.g. bee bots The children will program a toy to move around a map to find buried treasure. They will start by thinking of algorithms for their routes, and then input these as stored programs for the robot. They predict how the robot will move.	learn to give precise instructions.		
YR Numeracy (40-60+ Months)	<p>In 'Number', children are taught to:</p> <ul style="list-style-type: none"> Recognise some numerals of personal significance. Recognise numerals 1 to 5. Count up to three or four objects by saying one number name for each item. Count actions or objects which cannot be moved. Count objects to 10, and beginning to count beyond 10. Count out up to six objects from a larger group. Select the correct numeral to represent 1 to 5, then 1 to 10 objects. Count an irregular arrangement of up to ten objects. Estimate how many objects they can see and checks by counting them. Use the language of 'more' and 'fewer' to compare two sets of objects. Find the total number of items in two groups by counting all of them. Say the number that is one more than a given number. Find one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Record, using marks that they can interpret and explain. Begin to identify own mathematical problems based on own interests and fascinations. <p>In 'Shape and Measure', children are taught to:</p> <ul style="list-style-type: none"> begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. select a particular named shape. describe their relative position such as 'behind' or 'next to'. order two or three items by length or height. order two items by weight or capacity. use familiar objects and common shapes to create and recreate patterns and build models. use everyday language related to time. begin to use everyday language related to money. order and sequence familiar events. measure short periods of time in simple ways. 					
Y1 Numeracy	<u>Number and place value</u> Count up to 20 objects (match number to object); estimate and count up to 30 objects; count on and back and order numbers to 10; recognise domino/dice arrays without counting;	<u>Geometry: shape and Data handling</u> Recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams. <u>Geometry: Position and direction; measurement</u>	<u>Number and place value</u> Say the number one more or less and two more or less using a number line or a 100 grid; locate 2-digit numbers on a 100 grid and a 1-100 bead string;	<u>Number and place value; Mental multiplication and division; Fractions, ratio and proportion</u> Recognise odd and even numbers; count objects in 5s and 10s and	<u>Number and place value; Mental addition and subtraction; Problem solving, reasoning and algebra</u> Find 1 more, 1 less, 10 more, 10 less than any 2-digit number; explore patterns on the 100-square; understand place value in 2-digit numbers and identify 10s and 1s.	<u>Number and place value</u> Locate 2-digit numbers on a beaded line and 100-square; compare and order 2-digit numbers up to 100 and say a number between two numbers; identify 10s and 1s in 2-digit numbers and solve place-value additions. <u>Number and place value; Mental multiplication and division; Problem solving, reasoning and algebra; Fractions, ratio and proportion</u>

	<p>identify a number 1 more (next number in count). Read and write numbers and number-names to 20; compare and order numbers to 20; identify 1 more and 1 less; estimate sets of objects, count to check and order sets according to size; understand 0 as the empty set. Understand and then make teen numbers (10 and some 1s); compare and order numbers to 20, then 30; find the number between two numbers with a difference of 2; understand and use ordinal numbers.</p> <p><u>Addition and subtraction.</u> Find pairs that make 5; subitise to 5; find pairs that make 6; subitise to 6; find pairs that make 10; subitise fingers to 10; match pairs to 5, 6 and 10 to number sentences; find missing numbers in number sentences. Find pairs which make 7; use addition facts for 5, 6 and 10 to solve subtractions; use number facts for 5, 6 and 10 to solve word problems.</p> <p><u>Mental multiplication and division, addition and subtraction</u> Double numbers 1 to 5; find 1 and 2 more; count back 1 and begin to find 1 less.</p>	<p>Describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units.</p> <p><u>Mental addition and subtraction; multiplication and division</u> Add 1, 2 and 3 by counting on; subtract 1, 2, 3 or more by counting back; begin to add three small numbers by spotting bonds to 10 or doubles (1-6). <u>Number and place value; measurement</u> Compare and order numbers to 20; recognise coins and know values (up to £2); begin to make amounts in pence; understand teen numbers are 10 and some 1s</p>	<p>read, write and say 2-digit numbers and understand them as some tens and some ones.</p> <p><u>Mental addition and subtraction; Problem solving, reasoning and algebra; Mental multiplication and division</u> Revise pairs to 5, 6, 7, 10 and doubles to double 6; derive subtraction facts; understand a symbol being used for an unknown; use number facts to solve simple addition and subtraction word problems; find pairs of numbers with a total of 8.</p> <p><u>Mental addition and subtraction</u> Add by putting the larger number first and counting on (numbers up to 100), spotting unit patterns; count on from 2-digit numbers; add a 1-digit number to a 2-digit number.</p> <p><u>Geometry; properties of shapes; Statistics; Measurement</u> Name, recognise and know the properties of 3D shapes: cube,</p>	<p>begin to say 5 lots and 10 lots; find half, quarter and three quarters of shapes; begin to know that two halves and four quarters are a whole and that two quarters is a half.</p> <p><u>Mental addition and subtraction; Mental multiplication and division; Problem solving, reasoning and algebra</u> Find and begin to know doubles to double 10; revise pairs to 5, 6, 7, 8, 9 and 10 and derive related subtraction facts; use knowledge of pairs of 10 to make pairs to 20; use number facts to solve word problems.</p> <p><u>Measurement</u> Relate units of time weeks, days, hours; divide the days up into parts; read and write times to the hour; begin to have a notion of how long an hour is and how long a minute is; tell the time (o'clock and half past) on analogue and digital clocks; measure using</p>	<p><u>Mental addition and subtraction</u> Use number facts to add and subtract 1-digit numbers to/from 2-digit numbers; add pairs of 1-digit numbers with totals above 10; sort out additions into those you 'just know' and those you need to work out. Add three small numbers, spotting pairs to 10 and doubles; add and subtract 10 to and from 2-digit numbers.</p> <p><u>Measurement and statistics</u> Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; complete tables and block graphs, recording results and information; make and use a measuring vessel for capacity.</p> <p><u>Number and place value; Mental multiplication and division; Fractions, ratio and proportion; Measurement</u> Find half of all numbers to 10 and then to 20; identify even numbers and begin to learn halves; recognise halves and quarters of shapes and begin to know $2/2=1$, $4/4=1$ and $2/4=1/2$; recognise, name and know value of coins 1p-£2 and £5 and £10 notes; solve repeated addition problems using coins; make equivalent amounts using coins.</p>	<p>Recognise odd and even numbers; count in 2s, 5s and 10s, look for patterns; multiply by 2, 5, 10 by counting in groups/sets; find doubles to double 10 and related halves; halve odd numbers up to 10.</p> <p><u>Measurement; Statistics</u> <u>Geometry; properties of shapes; Geometry; position and direction</u> Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks; revise months of the year; read, interpret and create a pictogram; begin to recognise and read block graphs; measure lengths using non-standard, uniform units; recognise and name simple 2D shapes and continue repeating patterns.</p> <p><u>Mental addition and subtraction</u> Use number facts to add and subtract 1-digit numbers to and from 2-digit numbers; find change from 10p and from 20p.</p> <p><u>Number and place value; Mental addition and subtraction; Mental multiplication and division</u> Locate 2-digit numbers on a bead string and a 1-100 square; order numbers to 100; identify 10s and 1s in 2-digit numbers; say or write 1 more and 1 less and 10 more and 10 less than any number to 100; explore patterns in 10s, 5s and 2s on a 9×9 grid; count in tens from any given number.</p>
--	--	--	---	--	---	---

			<p>cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties; order and name the days of the week and months of the year; recognise and name the seasons.</p> <p><u>Number and place value;</u> <u>Mental multiplication and division.</u></p> <p>Count on and back in tens from any number; begin to count in 5s and 2s recognising multiples of 5 end in 5 and 0; children begin to count in 2s; estimate a number of objects within a range and count by grouping into 10s or 5s.</p>	<p>uniform units (cubes and rulers).</p> <p><u>Mental addition and subtraction</u></p> <p>Add a 1-digit number by counting on from a 2-digit number, not crossing 10s at first, then beginning to cross 10s; subtract a 1-digit number by counting back initially from numbers up to 30 (not crossing 10s) and then generally from a 2-digit number (not crossing 10s) and from multiples of 10.</p> <p><u>Number and place value;</u> <u>Mental addition and subtraction</u></p> <p>Locate 2-digit numbers on a 100-square; begin to recognise 2-digit numbers as some 10s and 1s; make 2-digit numbers using 10p and smaller coins; find 1 more or 1 less than any number to 100; find 10 more than any number to 90; find 10 less than any number to 100.</p>		
	<ul style="list-style-type: none"> ● Problem solving and reasoning ● Mental addition, subtraction, division and multiplication ● Time: telling the time, days of the week, months and seasons in the year. 					
<p>French</p>	<p>The whole of Pre-Prep will be learning French. They will be learning elementary language, how to meet and greet, all about themselves, colours and animals. We will be learning some songs and will also be learning a little about French culture.</p>					

PE	<ul style="list-style-type: none"> - Use running jumping, throwing and catching in isolation and in combination - Play competitive games, modified where appropriate and apply principles suitable for attacking and defending (football, rugby, hockey, netball, cricket, rounders and tennis). - Develop flexibility, strength, technique, control and balance (athletics and gymnastics) - Perform dance using a range of movements - Take part in outdoor adventurous activities (forest school, orienteering) - Compare performance with previous ones and demonstrate improvement to achieve personal best 					
	Gym Football	Hockey Dance	Gym Games for understanding	Rugby Multi-skills	Athletics Tennis	Cricket/ Rounders Athletics