

## Mathematics

### Number: Number and Place Value

- Count to forty, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers from 1 to 40 in numerals and words
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Given a number, identify one more and one less.
- Recognise the place value of each digit in a two-digit number (tens, ones).

### Number: Addition and Subtraction

- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .

### Measurement

- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds).
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].

## Computing

**Use technology purposefully to create, organise, store, manipulate and retrieve digital content**

- Recognise the importance of uniformity of instructions and measurement.
- Recognise the importance of precision in instructions.

**Use logical reasoning to predict the behaviour of simple programs**

- Recognise that machines and devices must be controlled by using a sequence of physical actions.
- Learn the language of 'control', 'instructions' and then 'algorithms'.
- Understand that sequence affects outcome - *putting activities into the correct order*.
- Recognise that instructions can be recorded for replication and amendment.
- Record a sequence of instructions in a common format - *writing a sequence of instructions for others to carry out*.

# Superheroes

## Year 1 SPRING 1

### CURRICULUM MAP

Copper Beech, Oak and Cedar  
Classes

## Science

### Animals, including humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- identify, name, draw and label the basic parts of the human body (e.g. head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth) and say which part of the body is associated with each sense (using their senses to compare different textures, sounds and smells).

### Seasonal changes

- Track the sun's movement.
- Learn about changes to the weather in Spring.
- Looking at, and recording temperature.

## Reading

### Word Reading

**Apply phonic knowledge and skills as the route to decode words**

**Respond speedily with the correct sound to 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 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**

### Comprehension

**Listening to and discussing a wide range of poems,  
stories and non-fiction at a level beyond that at which  
they can read independently**

- Read and listen to a story from the Inuit culture
  - Recognise the differences between fact and fiction texts
  - Identify the main events and characters in stories
- Predicting what might happen on the basis of what has been read so far**
- Learning to appreciate rhymes and poems, and to recite some by heart.**

## Writing

### Handwriting

**Form capital letters**

**Understand which letters belong to which handwriting 'families'**

### Composition

**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**

- Sequence and retell a familiar story using a story mountain
- Learn how to include an element of 'surprise' in a narrative text
- Recognise non-fiction features and record these in an information text
- Write rhyming couplets following predictable phrases

### Vocabulary, Grammar and Punctuation

**Begin to punctuate sentences using a capital letter and a full stop**

**Joining words and joining clauses using 'and'**

**Using a capital letter for the names of people, places, days of the week and the personal pronoun 'I'.**

**Learning the grammar for Year 1 (including nouns, verbs and adjectives)**

### Transcription

**Spell words containing each of the 40+ phonemes already taught**

**Learn alternative pronunciations for known graphemes-**

ow (blow), ie (field), ea (bread), tch (patch), a (father), i (find), o (cold)  
ear (bear)

**Learn alternative graphemes-**

ve (love), wh (wheel), ere, ore (core) are (care),

**Spell Tricky Words/Common Exception Words including:**

called, our, asked, ask, could, would, should, once, put, push, pull, full



## Religious Education

- Learn that the Bible contains stories about Jesus, his friends and the stories he told; all of which is in the New Testament.
- Through reading a variety of Bible stories, children learn to consider:
  - What is a miracle?
  - How do Christians believe that Jesus changed people?
  - How did Jesus treat other people in Bible stories?

## Personal Social Health Education

- Real Life Superheroes in our lives – people who exhibit superhero qualities such as: bravery, strength, kindness, selflessness, talent etc.
- British Values – integrated through everyday classroom practice in all lessons.

## P.E

- **Participate in team games, developing simple tactics for attacking and defending** - engaging in competitive activities (both against self and against others) and participating in co-operative physical activities.
- **Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.**
- **Perform dances using simple movement patterns** – Creating a Superhero dance considering levels, superhero actions and poses and responding to the stimulus of music with their actions.

## Design Technology

### Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria – design a unique superhero cape with a imaginative logo.

### Make

- Select from and use a range of tools and equipment to perform practical tasks - cutting, shaping, joining and finishing the logo and additions to the cape.
- Select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics - to create their finished cape.

### Evaluate

- Evaluate their ideas and product (cape) against chosen design criteria.

## Superheroes Year 1 SPRING 1 CURRICULUM MAP

Copper Beech, Oak and Cedar  
Classes

## Music

**Use their voices expressively and creatively by singing songs and speaking chants and rhymes.**

**Play tuned and untuned instruments musically.**

**Listen with concentration to a wide variety of musical styles.**

- Exploring and developing an understanding of pitch using the voice and body movements.
- Recognising and performing pitch changes and contrasts.
- Exploring and controlling dynamics, duration and timbre.
- Responding to music through movement.

## Role Play

- Superhero Rescue Station.
- Superhero Small World.
- *Imagine you are the superhero or the villain – What incident are you involved in? Which powers will you use? How will the incident end?*

## Geography

### Locational knowledge

- Begin to name and locate the world's seven continents and five oceans of the world .
- Use world maps, atlases and globes to identify the United Kingdom, London and Surbiton .
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Scotland, Ireland, Wales, England.

### Place Knowledge

- To know that London is the capital city of the United Kingdom.

### Human and Physical Geography

- Understand climate and weather.
- Use basic geographical vocabulary to refer to the human and physical features e.g. River Thames and Surbiton Town.

### Geographical skills and fieldwork

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

## History

\*Study the significance and heroism of known historical figures (A real-life superhero). Discuss how their work influenced our lives today.

Please also refer to the **Home Learning Grid** for home learning activity ideas linked to our curriculum.

**Weekly Overviews** are displayed in classroom windows, indicating the learning aspects planned for each week.

