

# Year 1 – Wellesley Park Primary School

## Core Curriculum Map



Wellesley Park Primary School  
Reaching for Success Together

2021-2022	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>English</b>	Fiction: The Three Little Pigs (Defeating the monster Tale) – characterisation Non Fiction: Persuasion – Estate Agent’s Details (boastful)	Fiction: Little Charlie (Journey Tale) – setting description Non Fiction: Non- Chronological Report (Creature/ Animals)	Fiction: Magic Porridge Pot (Finding a Magical Object Tale) – setting description  Poetry – alliterative lists	Non-Fiction: Instructions – How to Make Magic Porridge  Poetry – simple riddles/performance poetry	Fiction: Monkey See, Monkey Do (Journey Tale) - Non Fiction: Recount – What happened during the man’s day.	Fiction: Elves and The Shoemaker (Rags To Riches Tale) - Non Fiction: Non-Chronological Report (Elves)
<b>Speaking &amp; Listening</b>	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates					
<b>Phonics</b>	Recap of Phase 3 & Phase 4 Teach Phase 5	Teach Phase 5	Continue Phase 5	Continue Phase 5	Continue Phase 5	Consolidation of Phase 5
<b>SPAG</b>	<p><b><u>Word</u></b> Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix <i>un-</i> changes the meaning of verbs and adjectives (e.g. unkind)</p> <p><b><u>Sentence</u></b> How words can combine to make sentences Joining words and joining clauses using <i>and</i></p> <p><b><u>Text</u></b> Sequencing sentences to form short narratives</p> <p><b><u>Punctuation</u></b> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i></p> <p><b><u>Terminology for pupils</u></b></p>					

	letters, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark					
<b>Maths</b>	<b>Number</b> - Place value (within 10) <b>Number</b> - Addition and Subtraction (within 10)	<b>Number</b> - Addition and subtraction (within 10) <b>Geometry</b> - Shape <b>Number</b> - Place value (within 20)	<b>Number</b> - Addition and Subtraction (within 20) <b>Number</b> - Place value (within 50)	<b>Number</b> - Place Value (within 50) <b>Measurement</b> - Length and height <b>Measurement</b> - Weight and volume	<b>Number</b> - Multiplication and division <b>Number</b> - Fractions	<b>Geometry</b> - Position and direction <b>Number</b> - Place value (within 100) <b>Measurement</b> - Money <b>Measurement</b> - Time

## Wider Curriculum

	Autumn	Spring	Summer
<b>History</b>	How is life different from when my Grandparents were children? Changes within living memory <i>Links to local history</i>	Explorers Neil Armstrong – significant person	The Gunpowder Plot – significant event
<b>Geography</b>	Great Britain Locational knowledge, human and physical geography	Oceans and Continents Locational knowledge, geographical skills and fieldwork <i>Links to history topic</i>	Weather in the UK and the World
<b>Science</b>	Materials – name, identify, describe and compare Seasonal Changes – observe and describe weather	Animals – name, identify and compare animals including carnivores, herbivores, omnivores etc. Humans – parts of the body	Seasonal Changes – observe and describe weather Plants – identify plants and name basic structure
<b>RE</b>	What do Christians believe about Jesus? – <i>links to Christmas</i>	What do Christians believe about God?	What do Jewish people believe about God and the Covenant?
<b>Computing</b>	E-safety	Subject under review	Subject under review
<b>Health &amp; Relationships</b>	Why we have classroom rules  Thinking about feelings  Our feelings	What can we do to stay healthy?  Super sleep, bedtime routines, feelings with little sleep  Help for different situations and feelings	Inside my wonderful body! (Our ribs, heart, lungs, oxygen, stomach, muscles, intestines...)  Taking care of a baby – caring and changing

	<p>Feelings and bodies – how we feel if we're hurt inside and out</p> <p>Our special people/groups we belong to</p> <p>Good friends – what are they and how to be one</p> <p>How are you listening? – listening carefully</p> <p>How people are the same and different</p> <p>Unkind, tease or bully?</p> <p>Why we have rules?</p> <p>Who are our special people?</p> <p>Fairness – what does it mean?</p>	<p>Dealing with loss</p> <p>Good v bad medicines</p> <p>Good or bad touches? Underwear rules</p> <p>Healthy lifestyles</p> <p>Looking after our environment</p> <p>Sharing and looking after things</p> <p>What is money?</p> <p>How should we look after our money?</p> <p>Basic first aid</p>	<p>Then and now – changes to us since we were babies</p> <p>Bullying and what it is</p> <p>Surprises and secrets – how they make us feel</p> <p>Keeping privates private – going to the toilet</p> <p>Healthy eating</p> <p>Germs - Catch it! Bin it! Kill it!</p> <p>Learning to ride a bike – learning new things</p> <p>How to have positive relationships</p> <p>How our behaviour affects other people</p>
<b>PE</b>	<p>Gymnastics: <i>To tense, relax, curl and stretch</i></p> <p>Story time dance: <i>To move to music and perform dance</i></p>	<p>Multi-skills: <i>To copy, repeat and explore actions</i></p> <p>Ball Skills: <i>To throw, roll, hit and catch a ball</i></p>	<p>Field games: <i>To retrieve bean bags and a range of balls</i></p> <p>Athletics: <i>To participate in a range of track races</i></p>
<b>Art</b>	<p>Painting – primary colours (firework night theme)</p>	<p>Drawing – exploring continuous line, shapes and soft pastels to capture texture (self-portraits)</p>	<p>Sculpture – making environmental art</p>
<b>DT</b>	<p>Cooking and Nutrition – Healthy eating (sweet and savoury salads)</p>	<p>Design – design and create a space helmet from paper mache</p>	<p>Mechanisms – wheels and axels</p>
<b>Music</b>	<p>Hey You! – Old school hip hop</p> <p>Rhythm in the way we walk and The Banana</p> <p>Rap – Reggae</p>	<p>How does music make the world a better place?</p> <p>How does music help us to understand our neighbours?</p>	<p>What songs can we sing to help us through the day?</p> <p>How does music teach us about looking after our planet?</p>
<b>Enrichment and Memorable moments</b>	<p>Make a salad</p>	<p>Eat joint breakfast</p> <p>Make a pancake</p> <p>Grow vegetables from seeds</p>	<p>Minibeast experience</p> <p>Visit a beach</p>

