

## READING—Word Reading

Pupils should be taught to:

- 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.

## READING—Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing 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:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting 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.

## WRITING —Transcription

Pupils should be taught to:  
spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



## WRITING— Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

## WRITING—Composition

Pupils should be taught to:

- 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.

## WRITING—Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
  - ◇ 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 year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing





# Rose Green Infant School Topic Map — Autumn Term, Year 1

## Let's Explore



### MATHS

#### Number and Place Value

The children will...

- Revisit Reception experiences of counting.
- Count, recognise and compare numbers to 10 and then 20.
- Explore counting within 100.
- Compare quantities
- Begin to understand the part-whole model
- Explore addition and subtraction within 5.

#### Geometry

- Recognise and explore 2D and 3D shapes.

### HISTORY

#### Chronological Understanding

The children will...

- Begin to understand the concept of a timeline.
- Explore the lives of those important to them.

#### Historical Knowledge

- Describe the difference between past and present in their own and others' lives.
- Use common words for the passing of time e.g. now, then,

### ART & DESIGN

#### Collage and Colour

The children will...

- Explore the properties of various materials and textures.
- Practise using scissors accurately.

#### Painting

The children will...

- Learn how to use a paintbrush correctly.
- Mix colours to create skin tones and other colours for self portraits.

#### Artists' Work

The children will...

- Talk about the work of different artists such as Eric Carle.

### SCIENCE

#### Seasonal Changes

The children will...

- Observe trees within the school grounds, looking at the changes across the seasons.
- Begin to understand the weather and the changes in the different seasons.

#### Human Body and Senses

The children will...

- Identify, name, draw and label the basic parts of the human body.
- Say which part of the body is associated with each sense.

### RHE

#### Relationships

The children will...

- Begin to understand rules including right and wrong.
- Understand why we have rules.
- Understand what it means to be a good friend.

#### Emotional Health and Wellbeing

- Understand and recognise feelings.

#### Physical Health and Wellbeing

- Understand safe and unsafe.
- Name people they trust and understands who helps keep us safe.

#### Digital and Media Literacy

- Begin to understand the things you can do online.
- Know what to do if they come across information that worries them.

### D & T

#### Moving Mechanisms

The children will...

- Explore using simple mechanisms e.g. levers and sliders.
- Create their own picture with moving parts.
- Design, make and evaluate their own moving picture.
- Practise scissor skills

#### Junk Modelling

- Learn different ways of joining materials to create for a purpose.

### GEOGRAPHY

#### Locational Knowledge

The children will...

- Know their address and locate where they live on a map.
- Learn about the United Kingdom, Capital Cities and the surrounding oceans.

#### Links with Science

- Look at and compare weather and seasons.

### COMPUTING

The children will...

- Learn to name, save and retrieve work.
- Learn that an algorithm is a set of instructions.
- Know that a computer programme turns an algorithm into a code that it understands.

#### Safety

- Understand what technology is.
- Understand that their log in should be kept safe.



### MUSIC

The children will...

- Use their voices expressively and creatively
- Learn to play tuned and untuned instruments musically.
- Listen to a range of music with concentration and understanding.
- Experiment with, create, select and combine sounds.

- Charanga: Year 1 Autumn Term

### PE

#### Games

The children will....

- Demonstrate rolling accurately.
- Practise working with a partner .
- Understand the importance of warming up.
- Kick a ball with some accuracy.

#### Gymnastics

The children will....

- Learn 10 gymnastics shapes.
- Learn a sequence and link movements,, using different ways of travelling.

### RE

#### Asking Big Questions

The children will...

- Understand rules and right or wrong.
- Begin to understand that in Christianity, God is the creator of the universe.

#### Core Beliefs

- Understand and learn about some religious artefacts, e.g. some religious books and symbols.

#### Expressions of Faith.

- Begin to find out about Festivals in different religions.

#### Identity and Daily Life

- Begin to understand that clothing can show that you belong to different clubs or religious groups.



# Rose Green Infant School Topic Map — Spring Term, Year 1

## Castles, Crowns and Carriages

### MATHS

The children will...

2D and 3D Shapes

- explore, recognise and understand repeating and radiating pattern block patterns
- explore, discuss and compare 3D shapes
- identify 2D shapes within 3D shapes
- explore, discuss and compare 2D shapes

Numbers 0 to 10

- represent the numbers 6 to 10 using a five and a bit structure
- explain what odd and even numbers are and the difference between them
- partition the numbers 6 to 10

Additive Structures

- combine two or more parts to make a whole
- explain that addends can be represented in any order. This is called the commutative law
- explain that the = sign can be used to show that the whole and the sum of the parts are equal
- make addition and subtraction stories and write equations to match using the language first, then and now.
- Write addition and subtraction equations
- Solve missing number problems
- explain that addition and subtraction are inverse operations

Addition and Subtraction facts within 10

- find pairs of numbers to 10
- add and subtract 1 from any number
- explain what happens when 2 is added to or subtracted from odd and even numbers
- explain what happens when zero is added to or subtracted from a number
- explain what happens when a number is added to or subtracted from itself
- double numbers and explain what doubling means
- halve numbers and explain what halving means

### MUSIC

The children will...

- use their voices expressively and creatively
- learn to play instruments musically.
- listen to a range of music with concentration and understanding.
- experiment with, create, select and combine sounds.

- Charanga: Year 1 Spring Term

### HISTORY

The children will...

- identify different ways we can find out about the past
- sequence artefacts and photographs from different periods in chronological order
- learn about a historical figure

### D & T

Structures

The children will...

- understand what a structure is and how it should stand
- use their knowledge of materials
- know about different joining techniques

### SCIENCE

Seasons and Weather

The children will...

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Materials

The children will...

- distinguish between an object and the material from which it is made and identify and name a variety of everyday materials
- describe the simple physical properties of a variety of everyday materials and compare and group together
- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment and perform simple tests
- suggest answers to questions

### RHE

Relationships

The children will...

- gain awareness of their bodies and understand the changes that have happened since they were a baby

Emotional health and wellbeing

The children will...

- begin to make connections with others
- begin to understand how others may feel

Physical health and wellbeing

The children will...

- understand the role of the emergency services

### GEOGRAPHY

Human and Physical Geography

The children will...

- learn the difference between human and physical features
- identify human and physical features of the school

Geographical skills and fieldwork

- use globes maps and atlas' and look at aerial photographs
- understand what a key is



### ART & DESIGN

Drawing

The children will...

- explore different patterns and textures in drawing
- draw portraits

Artists' Work

The children will...

- look at the work of different artists and talk about what they like and dislike

### COMPUTING

Skills

The children will...

- add sounds and pictures to text
- debug programmes to work out what is wrong and understand that it is because the code is incorrect

### PE

Games

The children will...

- throw and catch different sized balls and practise their aiming.

Gymnastics

The children will...

- practise different shapes on apparatus
- adapt a sequence from the floor to the apparatus and include a balance

### RE

The children will...

- identify and describe features of a church and understand the events that happen there

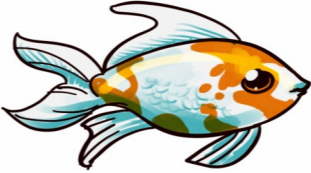


Our Wild and Wonderful World

**RE**

The children will learn about:

- social action– how different religions show they care in their local communities
- stories Jesus told
- important stories from a range of religions
- buildings where people worship



**ART & DESIGN**

Sculpture and printing

The children will:

- use a range of materials such as clay and textiles
- learn about the work of a range of artists
- experiment with drawing, painting and sculpture
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

**MATHS**

The children will...

Numbers 0-20

- Understand the digits in 11-19, position them on a number line and represent in quantities
- Use knowledge of '10 and a bit' to solve problems
- Explore odd and even numbers within 20
- Double and half, add and subtract numbers within 20
- Estimate and measure in centimetres using cm cubes and a ruler

Unitising and Coin Recognition

- Count in groups of 2, 5 and 10
- Recognise and explain the value of 1p, 2p, 5p and 10p coins and understand relationships between them
- Use knowledge of coin value to solve problems, calculate the value of coins in a set of one type of coin and compare sets of 2p, 5p or 10p coins
- Work out coins needed to make total value of 10p and then 20p

Position and Direction

- Describe position, direction and movement including whole, quarter, half and three-quarter turns
- Link turns to clockwise and clock face movement

Time

- Sequence events chronologically using language such as before, after, first, next, then, today, tomorrow, yesterday
- Recognise and use language related to dates including days of the week and months of the year
- Tell the time to the hour and half past

**SCIENCE**

**Animals Including Humans**

The children will:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores

**Plants**

The children will:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and label the parts of plants, including trees

**Seasonal Changes**

The children will:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

**Working Scientifically**

The children will:

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify and classify

**MUSIC**

Charanga

The children will:

- use their voices creatively by singing songs
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds

**PE**

The children will:

- master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination (including tennis)
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns



**D & T**

The children will

- design and follow that design to create a simple product
- learn about healthy eating and know the importance of eating 5 a day
- use skills such as cutting and joining and think about working safely
- evaluate their ideas and products against the design criteria



**GEOGRAPHY**

The children will:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the local areas and look for human and physical features

**RHE**

The children will learn about:

- health and hygiene
- changes in growth
- being healthy and active
- everyone being special

**COMPUTING**

The children will:

- understand how to give a set of instructions to a computer program (an algorithm)
- create and debug simple programs
- use technology purposefully to create, save and retrieve their work
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the Internet or other online technologies