

Dear Year 1 Parents/Carers,

Below you will find our curriculum map annotated with suggestions of how you can support your child at home. Although this is an **abridged version**, the curriculum map offers an insight into the broad and rich curriculum offered at Our Lady of Lourdes. It offers an insight into the opportunities available to your child and enables you to be an active participant in their learning journey.

General Information for Year 1:		
<b>Uniform</b>	Please ensure you refer to the Uniform Policy regarding our school uniform and PE kit on the following link: <a href="https://www.ourladyoflourdesrcprimary.org/page/?title=Uniform&amp;pid=67">https://www.ourladyoflourdesrcprimary.org/page/?title=Uniform&amp;pid=67</a>	
<b>PE</b>	Both classes will have weekly outdoor and indoor lessons. All PE kits must be labelled with children's names.	
<b>Homework</b>	Home learning is issued on a <b>Friday</b> to be returned on a <b>Wednesday</b> . ➤ Tasks will be based on our current English and maths topics of study.	
	<p>1. Read with your child and record this in their reading journal <u>daily</u> to show what you have read together, along with the discussions you have had with your child.</p> <p><i>How to help your child:</i></p> <ul style="list-style-type: none"> <li>➤ Listen to your child read daily.</li> <li>➤ Discuss with your child what they have read, talking about the characters and settings. You can further develop your child's inference skills by asking questions such as: <i>Why did the character do that or feel that way? Why has the author chosen these words to describe the character? Have you read another story by this author? Where is the story set? Have we read other stories in that setting?</i></li> <li>➤ Encourage your child to use 'evidence' from the text to 'prove' their view point.</li> <li>➤ Encourage your child to read a range of genres, including non-fiction.</li> <li>➤ Use the world around you develop your child's reading skills e.g. signs, posters, road names, instructions for a game, magazines and recipe books, as well as the books provided by school.</li> <li>➤ Encourage your child to read for pleasure and model this to them. It encourages the children to read when they see adults with books and newspapers to hand.</li> </ul> <p>Recommended Reading List – Year 1 <a href="https://www.booksfortopics.com/booklists/recommended-reads/year-1/">https://www.booksfortopics.com/booklists/recommended-reads/year-1/</a></p>	
	<b>Spelling</b>	2. Please support your child to learn their weekly spellings.
	<b>Maths</b>	3. Mathematics will be used to support home learning.

Ave Maria

Curriculum map and ways to support your child's learning beyond the classroom - Year 1			
Subject	Autumn	Spring	Summer
English Writing	<p>Non-fiction, fiction and poetry texts are carefully chosen to support the development of the pupils' writing.</p> <p>Pupils will also be using activities, such as drama and role play to further explore the texts and support their writing.</p>	<p>Different texts are used to develop the pupils' writing skills, such as writing diaries, recounts, narratives and poetry.</p>	<p>The pupils will explore and write across a range of texts, including stories, recounts, diary entries and letter writing. They will examine a range of non-fiction texts, as well as the use of a dictionary.</p>
	<p>The teaching of Vocabulary, Grammar, Punctuation and Spelling (SPaG) is taught across all areas of the curriculum in addition to reading and writing.</p> <p>Handwriting – Pupils are taught to form and join their letters correctly. As the year progresses, consistency is encouraged.</p>		
Reading	<p>Reading is taught throughout the year across a range of carefully selected texts that include fiction, novels, non-fiction and poetry genres.</p> <p>At the end of Year 1, the pupils will complete their DfE Phonics Screening Check.</p> <p>In addition to the teaching of Phonics, the skills of reading underpin the children's learning throughout the year. Reading skills are developed in Key Stage 1 and include predicting, clarifying, summarising, questioning and debating.</p>		
English Curriculum	<p><b>Writing, Reading and SPaG National Curriculum - Year 1</b></p> <p>To view the National Curriculum Year 1 English programme of study visit the following website:</p> <p><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-1-programme-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-1-programme-of-study</a></p>		
Ways to support your child at home	<p><u>Please read daily with your child and record this in their reading diaries.</u></p> <p>Discuss with your child what they have read; talk about the actions and reactions of characters and their interaction with their settings. You can further develop your child's inference skills by asking questions such as: <i>Why did the character do that or feel that way? Why has the author chosen these words to describe the character? Have you read another story by this author? Where is the story set? Have we read other stories in that setting?</i></p> <p>Across the year, spelling rules will be explored and spellings linked to the rules will be sent home weekly. Please support your child to learn their weekly spellings.</p> <p>Please view our OLOL Phonics Video <a href="https://our-lady-of-lourdes-rc-primary-school-wanstead.primarysite.media/media/phonics-video">https://our-lady-of-lourdes-rc-primary-school-wanstead.primarysite.media/media/phonics-video</a> to review how each sound is taught. This video has been made by the children especially to support parents.</p> <p>When you are reading together, encourage your child to identify the individual sounds, graphemes and/or phonemes, or the spelling patterns, for example <b>-ed</b> as past tense and <b>-s</b> as plural.</p> <p>Encourage the children to identify the high frequency words when you are reading with them or when you are out and about in the environment. This will support the development of their reading, writing and spelling skills. Find the link to these lists:</p> <ul style="list-style-type: none"> <li>• first 100 high frequency words <a href="https://www.highfrequencywords.org/hfw100fp.pdf">https://www.highfrequencywords.org/hfw100fp.pdf</a></li> <li>• the next 200 high frequency words: <a href="https://www.highfrequencywords.org/hfw200fp.pdf">https://www.highfrequencywords.org/hfw200fp.pdf</a>.</li> </ul>		
	<p><b>Recommended Reading List – Year 1</b></p> <p>This list features a wide range of genres and themes, such as storytime favourites, laugh-out-loud picture books, animal stories, early chapter books, illustrated poetry collections, non-fiction texts, to cater to a range of children's reading levels and interests.</p> <p><a href="https://www.booksfortopics.com/booklists/recommended-reads/year-1/">https://www.booksfortopics.com/booklists/recommended-reads/year-1/</a></p>		

	Autumn	Spring	Summer
<b>Maths</b>	<p>Develop confidence and mental fluency when using numbers to at least 50 with whole numbers, counting and place value. This includes working with numerals, words, addition and subtraction.</p> <p>Develop an understanding of the sequence of time.</p> <p>Compare, describe and solve problems for length, height, weight and mass.</p>	<p>Develop efficient methods for addition and subtraction within a given number range.</p> <p>Develop a growing understanding of geometry (shape), measurement and calculations (addition and subtraction), as well as a basic understanding of fractions.</p>	<p>Develop confidence and mental fluency when using numbers to and across 100.</p> <p>Use knowledge of addition and subtraction, as well as measurement, fractions and geometry to solve one-step problems, number sentences and begin to explain reasoning.</p> <p>Pupils can recognise and describe, draw and sort 2-D and 3D shapes and use measurement to describe and compare different quantities, such as length, mass and capacity/ volume, time and money.</p>
<b>Ways to support your child at home</b>	<p>Discuss the learning from your child's Mathematics tasks.</p> <p>Practise recalling number bonds to 20 to ensure your child has a fast recall of their number bonds and related subtraction facts to 20 i.e. <math>13 + 7 = 20</math> or <math>20 - 14 = 6</math>.</p> <p>Encourage your child to read and write numbers to 100, this can be practised as you are out and about.</p> <p>Look for <b>real life opportunities</b> to measure and use the language of ordering and time e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Discuss measures (dry and wet ingredients) when using measuring equipment to cook and/or bake.</p> <p>When making crafts, measure using centimetres. Other real-life opportunities include working out quantities needed for a party, giving directions from a given point, cutting a piece of fruit/cake/pizza into fractions.</p> <p>Discuss the values of coins to make different amounts of money. Practise giving change from money when role-playing at home. This is an essential skill, despite cash not being used as frequently.</p> <p>Encourage your child to recognise the hour and minute hands on a clock. They should recognise the 'o'clock' and 'half past' positions, moving on to quarter past and quarter to in Year 2.</p> <p>Visit <a href="http://www.topmarks.co.uk/maths-games/5-7-years/counting">http://www.topmarks.co.uk/maths-games/5-7-years/counting</a> for great mathematics games.</p>		
<b>Mathematics Curriculum</b>  <b>Year 1 Programme of Study</b>	<p><b>Mathematics National Curriculum - Year 1</b></p> <p><b>Year 1 - End of Year Expectations:</b></p> <p><b>Number - number and place value</b></p> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</li> <li>given a number, identify 1 more and 1 less</li> <li>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</li> <li>read and write numbers from 1 to 20 in numerals and words</li> </ul> <p><b>Number - addition and subtraction</b></p> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including 0</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul>		

	<p><b>Number - multiplication and division</b></p> <ul style="list-style-type: none"> <li>solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> </ul> <p><b>Number - fractions</b></p> <ul style="list-style-type: none"> <li>recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for:                     <ul style="list-style-type: none"> <li>lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>time [for example, quicker, slower, earlier, later]</li> </ul> </li> <li>measure and begin to record the following:                     <ul style="list-style-type: none"> <li>lengths and heights</li> <li>mass/weight</li> <li>capacity and volume</li> <li>time (hours, minutes, seconds)</li> </ul> </li> <li>recognise and know the value of different denominations of coins and notes</li> <li>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul> <p><b>Geometry - properties of shapes</b></p> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes, including:                     <ul style="list-style-type: none"> <li>2-D shapes [for example, rectangles (including squares), circles and triangles]</li> <li>3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul> </li> </ul> <p><b>Geometry - position and direction</b></p> <ul style="list-style-type: none"> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>					
<b>RE</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<p><b>Creation and Covenant</b></p> <p><b>Prophecy and Promise</b></p>		<p><b>Galilee to Jerusalem</b></p> <p><b>Desert to Garden</b></p> <p><i>Our Lady of Lourdes Feast Day</i></p>		<p><b>To the ends of the Earth</b></p> <p><b>Dialogue and Encounter</b></p> <p><b>JOURNEY IN LOVE</b> - We meet God's love in our Family</p>	
<b>Ways to support your child at home</b>	<p><i>Please see the separate R.E. topic letter on the school website for key dates and how to support your child/children at home.</i></p> <p>Share prayers with your child, including the daily school prayers that are printed in your child's reading diary. Read stories from the Bible about Jesus' family.</p> <p>Discuss what it means to be a special person. Why might someone be special to you? Talk about favourite meals and why they are special? Read and discuss the story of Palm Sunday and The Last Supper.</p> <p>Pentecost: the feast of the Holy Spirit. Think about how the Holy Spirit can help guide us to follow Jesus in the way we behave towards others.</p>					
<b>Science</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<p><b>Animals Including Humans</b></p> <p><b>Seasonal Changes</b></p>	<p><b>Humans/Senses</b></p> <p><b>Everyday Materials</b></p> <p><b>Seasonal Changes</b></p>	<p><b>Everyday Materials</b></p>	<p><b>Animals including Humans</b></p> <p><b>Seasonal Changes</b></p>	<p><b>Plants</b></p>	<p><b>Seasonal Changes</b></p> <p><b>Environmental Science</b></p>
	<p>The science topics above are taught in conjunction with the skills of working scientifically.</p> <p>Pupils will conduct investigations and experiments across these topics to develop a deep understanding of the areas of learning and associated terminology.</p>					

*Abridged curriculum map and ways to support at home - Year 1*

<b>Ways to support your child at home</b>	<p>Throughout the year, look at any visible changes in the environment due to seasonal change e.g. leaves changing colour.</p> <p>Discuss the different clothing we wear during different seasons throughout the year.</p> <p>Discuss the specific body parts associated with the senses.</p>	<p>Look at objects around the home and discuss what they are made from. Explore why they are suitable materials for each purpose.</p> <p>Talk to your child about land animals and sea animals. Discuss the features of fish, amphibians, reptiles, birds and mammals.</p> <p>Look at animals in their natural habitat, for example squirrels in the park. Discuss what they like to eat and where they find their food.</p>	<p>Discuss plants that are growing in your garden or around your home. Talk about evergreen and deciduous trees and name some of these in our local environment, for example, English oak, common beech or silver birch trees.</p> <p>Go to the library and find non-fiction books based on different types of plants.</p> <p>Walk outside, or to the park, and see what plants you can find. You may choose to visit the Science and/or Natural History Museum.</p>			
<b>Science Curriculum</b>	<p><b>Science National Curriculum - Year 1</b></p> <p>To view the National Curriculum Year 1 science programme of study visit the following website:</p> <p style="text-align: center;"><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#year-1-programme-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study#year-1-programme-of-study</a></p>					
<b>History &amp; Geography</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p><b>Geography</b> The UK</p>		<p><b>Geography</b> The Local Area</p>	<p><b>Geography</b> Life in a Capital City: London</p>	<p><b>Geography</b> The UK and its four countries</p>	
	<p><b>History</b> The Stuarts &amp; The Gunpowder Plot</p>				<p><b>History</b> Transport Through Time</p> <p><b>History</b> Toys Through Time</p>	
<b>Ways to support your child at home</b>	<p>Investigate different parts of the UK that the children have visited or where family and friends live. Discuss the difference in weather they may have experienced in different parts of the UK.</p> <p>Talk about events that have happened in your child's past and also events in your childhood, as this will help your child understand the concept of history.</p> <p>Explore how we celebrate the failed plot of Guy Fawkes each year on the 5<sup>th</sup> November. Read and look at pictures in any non-fiction books about the Stuart times.</p>	<p>Look at a map, and/or Google Map of the United Kingdom and talk about trips or holidays to other major cities.</p> <p>Talk about London and its tourist attractions. Together, can you plan a journey to a local attraction using a map and a tube map?</p> <p>Walk around the local high street and look at things commonly found in villages, towns and cities, such as the Post Office and bus stops.</p> <p>Look at a globe and discuss places you have been to on holiday or have family from.</p>	<p>Look at a map of the United Kingdom, locate the 4 countries and their capital cities.</p> <p>Talk about the transport your family uses regularly and those you do not use often. Discuss with your child why some modes of transport are suitable for long journeys and some are suitable for short journeys.</p> <p>Talk with the children about toys you or your parents played with when you/they were younger. Think about the ways in which the toys have changed and the stimulus for them e.g. advances in technology.</p>			
<b>Computing</b>	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
	<p>Online Safety</p> <p>Touch Typing</p> <p>ICT Skills</p>	<p>Online Safety</p> <p>Touch Typing</p> <p>ICT Skills</p> <p>Coding Principles</p>	<p>Online Safety <i>Safer Internet Day</i></p> <p>Early Coding</p> <p>Coding Principles</p>	<p>Online Safety</p> <p>Early Coding</p> <p>Coding Principles</p>	<p>Online Safety</p> <p>Early Coding</p> <p>Understanding Algorithms</p>	<p>Online Safety</p> <p>Understanding Algorithms</p> <p>Understanding Coding Principles</p>

	Autumn		Spring		Summer	
<b>PE</b>	Ball Skills: Throwing and Catching  Gymnastics	Dance  Invasion Games	Multi-Sport Skills: Attacking and Defending  Stretching	Multi-Sport Skills: Racket Control  Dance	Multi-Sports Skills: Running and Jumping	Multi-Sport Skills: Athletics
<b>Music</b>	<b>Autumn</b>  <b>My musical heartbeat</b> Pupils find and keep the pulse or steady beat together.  <b>Dance, Sing and Play</b> Pupils learn about rhythm and pitch. The lessons include dancing, singing and playing tuned and untuned percussion, exploring the different sounds.		<b>Spring</b>  <b>Exploring Sounds</b> - Pupils explore high and low sounds, long and short sounds, and loud and quiet sounds. They create their own simple melodies.  <b>Learning to Listen</b> - Pupils listen to, copy and repeat a simple rhythm through call and response; pupils listen to, copy and repeat a simple melody using their voice. Recognise fast/slow music and loud/quiet music.		<b>Summer</b>  <b>Reflect, Rewind and Replay</b> – consolidate learning. Listen to a variety of well-known classical pieces. The children learn to compose and improvise using their voices and instruments.	
<b>Art</b>	<b>A Rainbow of Colours</b> Pupils will create a range of work to explore and understand colour.		<b>Under the Sea</b> Pupils use observational drawing through the medium of charcoal, pen, pencil and pastel.		<b>Landart 3D and Weaving</b> Pupils will study key artists.	
<b>Design &amp; Technology</b>	<b>Cooking:</b> Pottage (link to History Curriculum)		<b>Building:</b> Recycled Houses		<b>Sewing:</b> Hand Puppet	
<b>Relationships and Health Education</b>	Lessons are discussion based. They encompass <b>Growth Mind-set, British and School Values</b> and are taught throughout the year. <b>Cross-curricular Links</b> with Religious Education, Science and Computing.					
	<b>Health Education:</b> Mental Wellbeing	<b>Relationship Education:</b> Caring Friendships  <b>Relationship Education:</b> Respectful Friendships  <i>Anti-Bullying Week</i>	<b>Health Education:</b> Mental Wellbeing  <b>Health Education:</b> Internet Safety and Danger  <b>Relationship Education:</b> Online Relationships  <i>Safer Internet Day</i>  <i>Mental Health Awareness</i>	<b>Health Education:</b> Internet Safety and Danger  <b>Health Education:</b> Basic First Aid  <b>Relationship Education:</b> Being Safe	<b>Health Education:</b> Physical Health and Fitness  <b>Relationship Education:</b> Families and people who care for me	<b>Health Education:</b> Healthy Eating  <b>Health Education:</b> Health and Prevention  <b>Relationship Education:</b> Being Safe

As always if there is anything you are unsure of, or would like to clarify, please speak to your child's class teacher.