

# Y1 Autumn Term 1 Curriculum Map

Our focus book this term is:

*Where the Wild Things Are — by Maurice Sendak*

This story focuses on a young boy named Max who, after dressing in his wolf costume, wreaks such havoc through his household that he is sent to bed without his supper. Max's bedroom undergoes a mysterious transformation into a jungle environment, and he winds up sailing to an island inhabited by malicious beasts known as the "Wild Things." After successfully intimidating the creatures, Max is hailed as the king of the Wild Things and enjoys a playful romp with his subjects. However, he starts to feel lonely and decides to return home, to the Wild Things' dismay.

*Book 2 —Why the Elephant has a Trunk.* —A lovely traditional tale set in the planes of Africa.

## Literacy

Create an annotated story map  
Write a character description  
Create a 'missing' poster  
Write a letter to the Wild Things  
Write a story based on *The Wild Things*

## Science – Identifying and Sorting Materials

Key Knowledge and **Skills** to learn:

To **identify and sort** a variety of common materials.  
To **distinguish** between an object and a material.  
To **describe** materials according to their properties.  
To **carry out an experiment** to find out which materials are waterproof.  
To **describe** why some materials suit certain objects better than others.

## Black History Focus; – Mary Seacole and Florence Nightingale

Key Knowledge and **Skills** to learn:

To know where and when the Crimea War took place.  
To learn about the early life of Florence Nightingale  
To understand why Florence Nightingale became so famous.  
To learn about the early life of Mary Seacole  
To be able to explore what Mary Seacole did in the Crimea war to help the soldiers.

## Art/DT

To create a collage based on the life of Mary Seacole, using different materials.

## RE

**What responsibility has God given people for taking care of creation?**

What did the story of creation teach us about the world?  
How do people treat God's creation?  
How should Christians follow God's instructions for taking care of creation?  
What would you like to ask God about creation?  
What does it mean for a Christian to be 'Made In God's Image'?  
How do Christians care for the people God created?

## Computing

**Internet safety lesson**—To be able to create, name and date my creative digital work.

To be able to type on a keyboard.  
To be able to type symbols and save files.  
To be able to edit text.  
To be able to undo and redo using the keyboard.  
To be able to select and format text.

## Core Learning Skills

*Learning with Others*

## PSHE – Healthy Body and Minds

To be able to name the different parts of our bodies and describe what they can do.  
To know the correct words to describe the private parts of our bodies.  
To be able to explain why it's important to look after our bodies.

## Maths

Unit 1—Numbers Within 10  
Unit 2— Adding and Subtracting within 10  
Unit 3—Shape and Pattern

## Reading

It's My Body by Louise Spilsbury  
Listening to my Body by Gabi Garcia  
The Most Magnificent Thing by Ashley Spires

## Homework

To be able to compare the UK with a contrasting country in the world— Barbados

## Other

## Black History Month

Possible Trips: Soanes Centre: Materials

## Y1 Autumn Term 1—Science and Topic Cover Page



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*Book 2—Why the Elephant has a Trunk.* —A lovely traditional tale set in the planes of Africa.

### Science – Identifying and Sorting Materials

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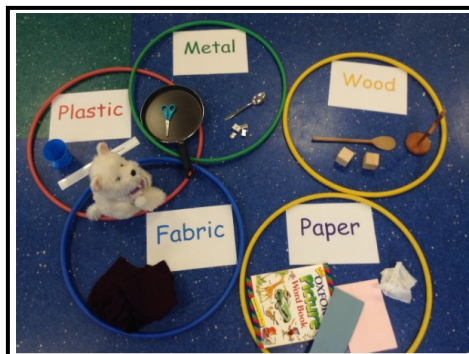
To **identify and sort** a variety of common materials.

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To **carry out an experiment** to find out which materials are waterproof.

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### Black History Focus; – Mary Seacole and Florence Nightingale

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To understand why Florence Nightingale became so famous.

To learn about the early life of Mary Seacole

To be able to explore what Mary Seacole did in the Crimea war to help the soldiers.

#### Art/DT

To create a collage based on the life of Mary Seacole, using different materials.



# Y1 Science Knowledge Mat—Identifying and Sorting Materials

## Key Vocabulary

<b>object</b>	A thing that can be used. For example a door, chair, car, table are all objects.
<b>material</b>	Materials are what an object is made from.
<b>hard</b>	Not easily broken or bent.
<b>soft</b>	If something is soft, it is easy to cut, fold or change the shape of.
<b>stretchy</b>	Can be pulled to make it longer or wider without breaking.
<b>shiny</b>	Reflects light easily.
<b>dull</b>	Doesn't reflect light. Doesn't look bright or shiny.
<b>rough</b>	If something is rough, it feels and looks uneven or bumpy.
<b>smooth</b>	Smooth objects have no lumps or bumps.
<b>bendy</b>	Bendy things can be bent easily into a curved or folded shape.
<b>waterproof</b>	If something is waterproof, it keeps water out. It keeps things dry.
<b>absorbent</b>	If something is absorbent, it soaks water up.
<b>transparent</b>	Transparent objects can be seen through.
<b>opaque</b>	Opaque objects can't be seen through.

## Learning Link Backs:

Do you remember looking at things you can see in nature as well as other things around you and thinking about whether they are the same or different?

## Sticky Knowledge

### Materials:



plastic



wood



brick



fabric



metal



glass



paper



stone



paper books



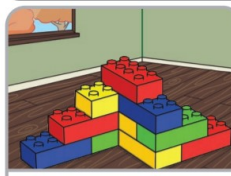
brick houses



fabric clothing



stepping stones



plastic toys



wooden furniture



metal tools



drinking water



glass window

**object**

**material**

**hard**

**soft**

**stretchy**

**shiny**

**dull**

**rough**

**smooth**

**bendy**

**waterproof**

**absorbent**

**transparent**

**opaque**



# Y1 History Knowledge Mat — Florence Nightingale and Mary Seacole

## Key Vocabulary

<b>History</b>	The study of events that have happened in the past.
<b>Nurse</b>	A person trained to care for sick people.
<b>Crimean war</b>	The Crimean war was a war that happened over 150 years ago. On one side was Britain, France and Turkey, and on the other side was Russia.
<b>Scutari hospital</b>	This is the name of the hospital that Florence Nightingale worked in during the war. She worked hard to make it a better place for the sick and wounded soldiers.
<b>ward</b>	A room in a hospital for patients to stay.
<b>splints</b>	A splint is a piece of equipment used to stop a body part from moving.
<b>conflict</b>	Conflict is another term used for war and fighting with others.
<b>Front line</b>	The frontline is a place where fighting takes place in a conflict. Many soldiers can be badly wounded or even killed.
<b>Victorian era</b>	The Victorian era was the time when Queen Victoria was the queen of the United Kingdom. It lasted from 1837 to 1901. Mary Seacole and Florence Nightingale lived in the Victorian Era.
<b>United Kingdom</b>	The United Kingdom is made up of England, Wales, Scotland and Northern Ireland.

## Learning Link Backs:

Do you remember learning about the job of a nurse in Reception class? What do nurses do?

## Sticky Knowledge

We live in the **United Kingdom**, which is located here in the world.

The **Crimean War** took place in **Crimea** from **1853—1856**. This was over 150 years ago. It took place in a part of the world called **Crimea**.



The **world** is made up of **7 continents**:

Asia  
Africa  
North America  
South America  
Antarctica  
Europe  
Australia



This is **Jamaica**. It is an island near **North America**.

This is **Mary Seacole**. She was a British Jamaican nurse. She was born in Jamaica in 1805. This was over 200 years ago. She died in 1881, when she was 76 years old. She helped nurse soldiers in the Crimean war.



This is **Florence Nightingale**. She was a nurse. She was born in Italy in 1820, which is over 200 years ago. She died in 1910, when she was 90 years old. She also helped nurse soldiers in the Crimean war. She was known as **The Lady with the Lamp** because she used to carry a lamp around the hospital wards at night time.

For display

# World Map



We live in the  
**United Kingdom,**  
which is located  
here in the world.

The **world** is made  
up of **7 continents:**

**Asia**

**Africa**

**North America**

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For display







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# History

## nurse

# Crimean War



**Scutari hospital**

**ward**

**splints**

**conflict**

**war**

**Front line**

**Victorian era**

**United Kingdom**

**Victorian era**

**Florence Nightingale**

**Mary Seacole**

# Y1 Autumn Term 1 RE and PSHE Cover Page

## RE

What responsibility has God given people for taking care of creation?

*What did the story of creation teach us about the world?*

*How do people treat God's creation?*

*How should Christians follow God's instructions for taking care of creation?*

*What would you like to ask God about creation?*

*What does it mean for a Christian to be 'Made In God's Image'?*

*How do Christians care for the people God created?*

### Key Vocabulary

creation

God

Bible

Adam

care

Christianity

creator

Old Testament

Eve

responsibility

## PSHE

Healthy Body and Minds

*To be able to name the different parts of our bodies and describe what they can do.*

*To know the correct words to describe the private parts of our bodies.*

*To be able to explain why it's important to look after our bodies.*

### Key Vocabulary

body

private

testicles

vagina

different

healthy

penis

vulva

similar

health

## Autumn — Maths Overview



### Mathematics Curriculum Map: Year 1 Mastery

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	Numbers to 10		Addition and subtraction within 10		Shape and patterns		Numbers to 20		Addition and subtraction within 20	
	<ul style="list-style-type: none"> <li>• Represent, compare and explore numbers within 10</li> <li>• One more and one less</li> <li>• Doubling and halving</li> </ul>		<ul style="list-style-type: none"> <li>• Represent and explain addition and subtraction</li> <li>• Commutativity</li> <li>• Addition and subtraction facts</li> </ul>		<ul style="list-style-type: none"> <li>• Identify, describe, sort and classify 2-D and 3-D shapes</li> <li>• Investigate repeating patterns</li> <li>• Use and follow instructional and positional language</li> </ul>		<ul style="list-style-type: none"> <li>• Identify, represent, compare and order numbers to 20</li> <li>• Doubling and halving</li> <li>• One more and one less</li> </ul>		<ul style="list-style-type: none"> <li>• Represent and explain addition and subtraction strategies including 'Make Ten'</li> <li>• Use known facts to add and subtract</li> </ul>	

## Where the Wild Things Are by Maurice Sendak

Recommended Year Group: Year 1  
Recommended Edition: 9780099408390  
Suggested Term: Spring



### Unit overview

This three-week unit of work teaches many aspects of the Year 1 English curriculum through exploration of the magical, prize-winning, classic picture book *Where the Wild Things Are* by Maurice Sendak. The text is used to develop reading comprehension skills, including inference and vocabulary generation, as well as word-reading skills. Spelling and grammar will be rehearsed within the context of the text – comparing the characters and practising the use of suffixes. Children will work on their writing skills by discreet handwriting, story mapping and sequencing. They will also have the opportunity to re-enact through drama and music. This leads to the writing of a response to a letter and their own innovated versions of the story in a final piece of narrative writing which incorporates the prior learning from the unit and the creation of a class anthology of the children's original work. **All resources, session planning and teaching slides are included within this unit.**

### Themes and cross-curricular links

- **Music** – musical accompaniment to enhance storytelling and communicate mood
- **Geography** – making maps of story setting
- **Computing** – algorithms, instructions for travelling from *Where the Wild Things Are* to Max's bedroom
- **Maths** – co-ordinates
- **Art** – making props and masks for storytelling and drawing, painting characters for description
- **Drama** – role playing scenes, sequencing/ retelling the story, hot seating, reading aloud
- **SMSC** – exploring themes of friendship, loneliness and love, responsibility and respect, kindness and fairness, British value of democracy

### Writing outcomes

- **Annotated story maps** (session 2) – familiarising, sequencing and planning
- **Character description** (session 6) – describing and then comparing their own wild things (to entertain), vocabulary generation and use of comparative language (-er, -est suffixes)
- **Missing poster** (session 8) – vocabulary generation and application of comparative language learned (to inform/explain)
- **A letter to the Wild Things** (session 9) – persuasive writing
- **Retelling the story with innovation** (session 12) – narrative writing (to entertain), an original version of the story, and creation of a class anthology of original work

### Curriculum coverage

#### Spoken language:

- participate actively in discussions, role play and presentations, speaking audibly and fluently
- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding and knowledge
- use spoken language to articulate and justify answers and opinions
- use spoken language to give well-structured descriptions and explore narratives for different purposes
- use relevant strategies to build vocabulary
- use spoken language to develop understanding through imagination and exploration of ideas
- discuss what they have written with the teacher or other pupils
- read writing aloud, clearly enough to be heard by peers and the teacher

#### Reading:

- become very familiar with a key story, retelling and identifying its particular characteristics and genre
- discuss the significance of the title of the book and the events
- use phonic knowledge and skills, supported by the accompanying slides, as the route to decode words when accessing the text independently
- identify and join in with the predictable phrases of the text in oral retellings
- discuss themes from the text, such as love, friendship, respect and responsibility, making links to own experiences
- identify and explain the sequence of events in the text
- develop vocabulary by discussing word meanings, linking new meanings to those already known
- demonstrate understanding of the text, drawing on prior knowledge, background information and vocabulary provided by the teacher to support understanding
- draw inferences, such as inferring characters' feelings, thoughts and motives, on the basis of what is being said and done
- predict what might happen next on the basis of what has been read so far

#### Grammar, punctuation and spelling:

- use the capital letter and full stop to punctuate statements
- use capital letters for proper nouns, including the names of characters, titles and the pronoun 'I'
- use the exclamation mark, and being encouraging to use voices to express its use in role play and performance
- use the question mark to punctuate questions after question words such as 'what', 'who', 'where', 'why' and 'when'

- use the apostrophe for omission in contractions such as 'we'll'
- use the coordinating conjunction 'and' to join phrases and extend sentences
- identify nouns, verbs, adjectives and noun phrases in texts
- use adjectives and expanded noun phrases to describe character
- use commas to separate lists of adjectives and to punctuate noun phrases
- use commas in the letter format
- understand spelling rules, such as -ll in words such as pull
- add the suffixes -ed, -s and -ing with no change to the root word, use -ed to form verbs in the simple past tense, use -ing when forming verbs in the progressive form, use -s to indicate plural nouns
- add the suffixes -er and -est with no change to the root word, use the comparative and superlative forms when describing and comparing characters from the text
- add the prefix -un to verbs and adjectives
- learn Year 1 common exception words: when, where, here, there, love, one, push, pull, full, come, some, once, ask, school, friend, put, our, house
- learn phonics alternative graphemes: ai/ay/a-e, ur/ir/er, or/au/aw, air/air/ear

#### Writing:

- identify the audience for and purpose of the writing and using similar shared writing as models for their own
- plan and develop initial ideas, drawing on collaborative reading and role-play opportunities
- plan writing by saying out loud what they are going to write about and compose a sentence orally before writing it
- construct sentences using a range of vocabulary and grammatical features such as joining words and clauses using 'and'
- write short narratives by sequencing sentences
- edit and improve writing by re-reading what has been written to check that it makes sense
- accurately punctuate sentences using a range of punctuation such as capital letters at the start of a sentence (as well as for proper nouns and the personal pronoun 'I'), spaces between words, full stops, question marks and exclamation marks
- spelling and phonics: accurately spell common exception words from the Year 1 list and words containing the single letter graphemes and digraphs and trigraphs covered so far
- handwriting: form lower-case letters and capital letters in the correct direction, starting and finishing in the right place and understanding which letters belong to which handwriting families



## Autumn 1 —Literacy Overview

### Key questions

- Did you enjoy the story? What did you like about it?
- What do you think about the character of Max?
- Was Max's mother right to call him "Wild Thing" and send him to bed without any supper?
- Did Max really go to Where the Wild Things Are?
- Were there any words or any language features that you enjoyed? Why?
- How do the predictable phrases contribute to the story?
- What impact do the illustrations have upon the reader?

### Essential teaching guidance

- It could be very useful to create an English 'Working Wall' to accompany the unit. Generated language and vocabulary could be added to this for future reference as the unit progresses.
- Teachers should be aware that children need to develop both skimming and scanning strategies to gain understanding and retrieve specific information from a text.
- Through close study of the text, the unit provides plenty of opportunities to teach and consolidate a range of Year 1 GAPS requirements, including phonics. Raising awareness of these is supported by the teaching slides.
- When introducing contextualised weekly spelling of Year 1 common exception words, teachers may want to encourage strategies for remembering these.
- Scanning could be encouraged and developed by initially searching for visual clues in a detailed picture before progressing to text.
- Picture books like this one are an excellent resource for developing inference skills which can be developed through good questioning, discussion and modelling.
- Organising elements of the original story into a table provides the children with a clear structure to organise their own innovative ideas.

### Week 1

#### Objectives and outcomes summary:

This week the children will:

- become familiar with the story and key vocabulary, introduce and pre-read the text
- retell the story, sequencing the events in the correct order
- revisit, sequence and retell the story, joining in with predictable phrases
- develop understanding of the story, retrieve information, infer from the text, explain their understanding and predict what might happen next in SATs-style comprehension activities
- retell and perform a familiar story through drama and performance, portray character through voice and movement
- rehearse contextualised handwriting, form letters from the long ladder family correctly with the correct series of strokes and consolidate the -ll spelling rule and use of the apostrophe in 'we'll'
- learn contextualised phonics: review ai/ay/a-e, and teach ur/ir/er

#### Resources provided:

- Teaching slides to aid discussion
- Pupil resource – Story language
- Pupil resource – Adverbial cards
- Pupil resource – Definition matching
- Pupil resource – Comprehension questions
- Pupil resource – Handwriting template

### Week 2

#### Objectives and outcomes summary:

This week the children will:

- develop and generate descriptive vocabulary to describe Max, the wild things and their own artwork and use this in sentences (including 'and') to write a character description
- make further use of their growing vocabulary to compare the characters and learn to add and apply the suffixes -er and -est when generating comparative and superlative language
- develop a deeper understanding of character and purposes for writing through role play, hot seating and exploring the school grounds in search of a missing Max, as a hook to the creation of informative "Missing" posters to display around school to find him
- explore point of view through discussion and role play and persuade the wild things that Max needs to stay at home by writing a letter in response to the wild things' letter to the children
- have opportunities for spoken language and peer feedback as children orally present their work to the class
- rehearse contextualised handwriting: review letters from the long ladder family correctly with the correct series of strokes and consolidate the use of the capital letter for the pronoun 'I' and the apostrophe in the word, 'I'll'
- learn contextualised phonics: review ur/ir/er, teach: or/au/aw

#### Resources provided:

- Teaching slides to aid discussion
- Pupil resource – Missing poster template
- Pupil resource – SATs-style questions
- Pupil resource – Handwriting template

#### Related books for wider reading

- *The Gruffalo* by Julia Donaldson
- *The Jolly Postman or Other People's Letters* by Janet and Allan Ahlberg

### Week 3

#### Objectives and outcomes summary:

This week the children will:

- generate ideas for changes to the original story in preparation for their own innovative versions by plotting their ideas in a table alongside elements of the original story and comparing the two
- have opportunities to experience the writing process through collaborative shared writing of a class story before attempting their own writing
- draw on their reading and role play as a model for their own writing
- write innovative stories changing characters and settings but reflecting the style of the author and the pattern and language of the story
- experience their teacher modelling the editing process, using examples from the children's work, before editing and improving their own
- design their own front covers and write their own blurbs for their own stories and a class anthology
- read their stories to an audience and reflect on feedback given

#### Resources provided:

- Teaching slides to aid discussion
- Pupil resource – Story planning template
- Pupil resource – Writing template
- Pupil resource – Handwriting template



# Useful Web links:

## [BBC Bitesize—Mary Seacole](#)

### Who was Mary Seacole?

Part of [History](#) | [Nurses](#)

+ Add to My Bitesize



#### This is Mary Seacole.

- She lived an exciting life, travelling to many different countries and helping soldiers in war.

Find out more about her, below.

## [BBC Teach—The Life of Mary Seacole](#)

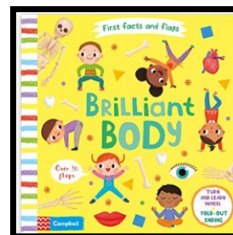
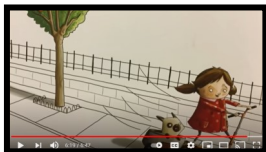
### 1. Journey to the Crimea



### 2. The Crimean War

Books to link to topics:

## [The Most Magnificent Thing Story—link to materials](#)



## [BBC Bitesize—Florence Nightingale](#)

### Who was Florence Nightingale?

Part of [History](#) | [Nurses](#)

+ Add to My Bitesize



#### This is Florence Nightingale.

- She changed the way people nursed and helped save many lives.

Find out more about her life, below.

## [BBC Teach—Florence Nightingale](#)