

Blwyddyn 1- Long Term Curriculum Map

Expressive Arts

Exploring artistic skills and knowledge and to become more curious and creative.
Reflecting, both as artist and audience.
Creating with both skills and knowledge: Using my senses, inspiration and imagination.

Art: tone, shading, contrast

Music: rhythm, rounds

Dance: repetition, time, performance including physical elements (actions)

Drama: voice (which encompasses pitch, tempo, pauses)

Film and digital media: audience, radio/podcast

Languages, Literacy and Communication

Oracy

- I can...
- Choose reading materials explaining what they are about and why I like them
 - Apply reading strategies to a range of texts:
 - Phonic strategies to decode words
 - Recognition of HFW
 - Context clues
 - Graphic and syntactic rules
 - Self corrections, re-reading and reading ahead
 - Read suitable texts with accuracy and fluency
 - Read aloud (with expression) with attention to full stops, question marks, exclamation and speech marks
 - Identify simple text features such as titles and pictures
 - Look for clues in the text
 - Understand the meaning of visual features
 - Identify words and pictures on screen, linked to a topic

- I can...
- Retell events from a narrative in the right order
 - Identify information related to the subject of a text
 - Recall details from information texts
 - Use my personal experiences to support understanding of texts

Reading

- I can...
- Contribute to conversations and respond to others, taking turns where prompted
 - Take part in activities with others and talk about what I am doing
- I can...
- Pay attention when listening and respond appropriately
 - Repeat, memorise and join in with a range of songs etc.
 - Ask question to find out more

- I can...
- Express my opinion on subjects that are familiar to me
 - Talk about and explain things that's I have made or done
 - Include some detail or relevant vocabulary to extend my ideas
 - Speak audibly to people beyond my friendship group
 - Play a role using appropriate language

- I can ...
- I can confidently blend short words (CVC and cvcc/cvcc words)
 - I can blend words with digraphs such as ou (spout), oa (goat), ie (pie)
 - I can blend words with more phonemes such as y (sky), ea (cream), ow (snow)
 - I can understand when vowel sounds change from short to long e.g. mad become made, twin becomes twine
 - I can read less-familiar words by sounding out /by using my phonic fingers
 - I can begin to self-correct
 - I can read ahead and get a contextual clue from the rest of the sentence to decode a word I'm not sure of
 - I can look at picture clues to help me decode a word
 - I can re-read over a sentence again after needing to sounding out so that my reading is becoming more fluent
 - I can read tricky words by sight to support my reading

- I can...
- Express views about information and details in a text
 - Show understanding and express opinions about language, information and events in texts
 - Make links between texts I read and new information about the topic

Writing

- I can...
- Communicate purposefully in writing
 - Use pictures, symbols, letters in sequence and familiar words to communicate meaning
 - Talk about what they are going to write
 - Write words, phrases and simple sentences and read back my own attempts
 - Select letters, words and pictures to compose writing on-screen.

- I can...
- Sequence content correctly, e.g. instructions, recipes
 - Follow a form modelled by the teacher
 - Understand different types of writing

- I can...
- Form upper- and lower-case letters that are usually clearly shaped and correctly orientated
 - Use capital letters and full stops with some degree of consistency
 - Begin to use connectives to expand a point
 - Spell some words conventionally, including consonant-vowel-consonant and common digraphs
 - Use spelling strategies such as sound-symbol correspondence and segmenting
 - Spell high-frequency words correctly

Translanguaging

- I can
- name the languages I use myself (at school, at home, with different people), e.g. my L1* and L2*.
 - When receiving simple words, phrases and sentences in both my L1 and L2 from a growing range of sources, I can pay attention.
 - repeat back words, phrases and simple sentences from a growing range of sources, in both my L1 and L2.
 - contribute to a sentence, modelled by an adult, to summarise the information I have received in another language.

Welsh: Oracy

Cwestiwn ac Ateb:
I can understand the following questions and give spoken responses using the appropriate answers:
Ydy hi'n...?

Ydy
Nac ydy
Pa liw?
Sawl...?
Faint ydy dy oed di?
Dw i'n... - oed
Pa fydd?
Pa ffriz?

Mae... gyda fi
Oes... Gyda ti?
Oes
Nac oes
Pa liw gwallt/lygaid gyda ti?
Mae gwallt/lygaid ... Gyda fi

Beth wyt ti'n hoffi fwyta/wisgo/chwarae etc?
Dw i'n hoffi bwyta etc...
Beth wyt ti ddim yn hoffi fwyta etc?
Dw i ddim yn hoffi bwyta etc...
Wyt ti'n hoffi bwyta etc...?

Oes... Gyda ti?
Oes, mae gyda fi.
Nag oes, does dim... gyda fi
Ble wyt i'n byw?
Dw i'n byw yn.... mewn....
Pam?
Achos mae'n....

Welsh: Reading

- I can
- recognise and understand individual words.
 - relate form of words to sound.

Welsh: Writing

- I can
- correctly copy some words and simple familiar phrases from memory.

Digital competence

Citizenship

- I can...
- Understand that some websites ask for personal and private data
- I can...
- Use digital devices within a given timeframe, location or environment
- I can...
- Add my full name and the date to my digital work

- I can...
- Explain that technology can be used to connect people locally and globally
 - Identify similarities and differences between online and offline communication

Interacting & Collaborating

- I can...
- Contribute to a whole-class or group online communication in one or more languages
- I can...
- Collaborate with a partner on a piece of digital work.
- I can...
- Save work using a familiar word as a filename

Science and Technology

Being curious and searching for answers to predict and understand how things happen; Design thinking and engineering to make creative ways to meet society's needs and wants; Understanding how living things depend on each other for survival; Understanding matter and how it behaves in our lives and universe; Understanding how forces and energy help us make sense of our universe; Coding and knowing how it creates our digital world.

Investigations:

curiosity, observe, pattern

Design thinking:

(with textiles, food, mechanisms, structures or electrical systems):

test, plan, ideas, model

Biology:

habitat, herbivore, carnivore, omnivore

Chemistry:

organise, rubber, wool, cotton, glass, natural, manufactured, man-made

Physics:

cube, sphere, cylinder, cuboid, triangular/square based-pyramid, cone, light, shadow, light-source

Coding:

devices, background, command, sprite, compare, network

Maths & Numeracy

Developing Numerical Reasoning

- I can transfer mathematical skills to play and classroom activities.
 - I can identify steps to complete the task or reach a solution .
 - I can select appropriate mathematics and techniques to use.
 - I can select and use relevant number facts and mental strategies.
 - I can select appropriate equipment and resources.
 - I can use knowledge and practical experience to inform estimations
- I can use everyday and mathematical language to talk about my own ideas and choices
 - I can present work orally, pictorially and in written form, and use a variety of ways to represent collected data
 - I can devise and refine informal, personal methods of recording, moving to using words and symbols in number sentences
- I can use checking strategies to decide if answers are reasonable
 - I can interpret answers within the context of the problem and consider whether answers are sensible
 - I can interpret information presented in charts and diagrams and draw appropriate conclusions

Using Number Skills

- I can...
- read and write numbers to at least 20
 - compare and order numbers to at least 20
 - use number facts within 10, i.e.:
 - doubling and halving,
 - bonds of 10, e.g. 6 + 4.
 - Count forwards and backwards within 100 (and from different starting points)
 - count in sequences of numbers (2's, 5's, 10's)
 - Understand the value of a number up to 20
 - understand odd and even numbers

- I can...
- I have experienced finding fractions (halves) in practical situations.

- I can...
- use 'counting on' strategies to add two collections, starting with the larger number
 - add and subtract numbers involving up to 10 objects
 - Use a range of strategies to solve problems within 10
 - Use known number facts when adding three single digit numbers and begin to realise addition can be done in any order
- PATTERN /ALGEBRA**
- describe, repeat and extend patterns e.g. visual patterns/sequences, shape patterns
 - explore, recognise, copy and complete simple sequences of number
 - I am beginning to use the equals sign to indicate that both sides of a number sentence have the same value

- I can...
- make a sensible estimate of a number of objects that can be checked by counting.

- I can...
- use different combinations of money to pay for items up to 20p
 - Understand the value and equivalence of coins e.g. to find totals
 - give change from 10p

Producing

- I can...
- Identify some success criteria in response to questions
 - Use text when searching for information/media (image, video, sound) and use an internet browser independently
- I can...
- Select appropriate software to complete given tasks in order to use text, image, sound, animation and video.
- I can...
- Comment on work in relation to the success criteria

Data & Computational Thinking

- I can...
- Follow a sequence of steps to solve a problem
 - Break down a problem into separate parts to make it easier to understand
 - Create and record written instructions that others understand and can follow
 - Change instructions to achieve a different outcome.

- I can...
- Collate and group given data using simple words
 - Classify an object using more than one criterion
 - Record data collected in a suitable format

Using Measuring Skills

- I can...
- Use non-standard units to measure:
 - length, height and distance
 - weight/mass
 - capacity
 - estimate and measure using non-standard units (before progressing onto standard units).

- I can...
- use the concept of time in terms of their daily and weekly activities and the seasons of the year
 - use standard units of time to read 'o'clock' using both analogue and 12-hour digital clocks.

- I can...
- use descriptive words for a range of temperatures

- I can...
- Begin to explore the concept of rotation by make whole turns and half turns.
 - Explore and recognise simple symmetry.
 - Recognise and name common 2D and 3D shapes in order to begin to compare and sort them.
 - Use 2D and 3D shapes and describe how they fit together

Using Data Skills

- I can...
- begin to sort and classify using more than one criterion.
 - I can collect and record data to ask and answer questions in relevant situations
 - I am beginning to record and represent data collected e.g. pictures, objects, drawings, lists, tally charts, tables.

Health & Wellbeing

Improving my physical health and well-being for life; Understanding how experiences and relationships affect the mental health and emotional well-being of myself and others; Understanding that my decision-making changes the quality of the life of myself and others; Growing positive relationships with others to help my health and well-being.

Physical health:

controlled, passing, strength, co-operate, target, exercise, practice, skill, PE Kit, foot-ware, indoor/ outdoor clothes, clean hands/teeth, sleep pattern

Thought/Emotion:

lonely, disappointed, peaceful, amazed, stressed, frustrated

Being inclusive:

trusted adults, close/ best friends

Cynffyn:

interests, hobbies, clubs

Relationships:

happiness, self-care, online-safety

Humanities

Religion, Values and Ethics:
Understanding the human condition; asking deepening questions; being compassionate to all; caring for the natural world; showing awe

and wonder for nature; being part of a diverse community; understanding my own and others' identities; understanding the roles of all leaders

and followers; making healthy relationships; making moral decisions; understanding everyone's journey through life

Geography, History, Social Studies, Careers:
Exploring and investigating the world, its past, present and future; Understanding how complex events and human experiences are, and interpreting and showing this in different ways; Understanding that the natural world is diverse and changeable, and is affected by processes and human actions; Understanding that human societies are complex and diverse, and shaped by human actions and beliefs; Becoming an informed, self-aware citizen who gets involved with challenges and opportunities that face humanity, being able to take thoughtful, ethical action.

Geography/ History/ Social Studies:

poverty

culture

conflict and cooperation

Religion, values and ethics:

relationships

tolerance

Outdoor learning:

Flora- trunk, branch, blossom, shoot, stem, bud, fruit, nectar, pollen

Fauna- winged/ unwinged insects,

garden birds, marshland birds

Places-wetlands, farm, rock pools