



Year 1 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>My home - Where am I?</p>		<p>Kings, Queens and Castles - Where did kings and queens live through time?</p>		<p>The Great Fire of London - What did it achieve?</p>	
Experiences			Warwick Castle			
Writing Units						
	<p>Outcome Recount: write a diary entry in first person</p>	<p>Outcome Non-fiction: write a non-chronological report</p>	<p>Outcome Fiction: write a story about a character</p>	<p>Outcome Fiction: write own version of the story</p>	<p>Outcome Fiction: write a story</p>	<p>Outcome Non-fiction: write a report about bears</p>
Geography	<p>My home - Where am I?</p> <ol style="list-style-type: none"> 1) What is my classroom like? 2) Where is my school on the street? 3) Where is my town in the country? 4) What are the seasons like in the United Kingdom? 5) Where is my country in the world? 6) How is the weather different around the world? 		<p>Our School Grounds (Fieldwork)</p> <ol style="list-style-type: none"> 1) Which features in our school grounds support plant life? 2) Where on our school grounds can we encourage plant life? 3) How can we share the locations in our school where we can encourage plant Life? 		<p>Our Local Park (Fieldwork)</p> <ol style="list-style-type: none"> 1) What is at our local park and how do people get there? 2) How can we collect about the key features of our local park? 3) How can we present data about our local park's facilities? 	
History			<p>Kings, Queens and Castles - Where did Kings and Queens live through time?</p> <ol style="list-style-type: none"> 1) How can we find out about the past? 		<p>The Great Fire of London – What did it achieve?</p> <ol style="list-style-type: none"> 1) What was London like in 1666? 2) What happened on 2nd September 1666? 	

		<ul style="list-style-type: none"> 2) Why did monarchs build castles? 3) Who were the kings and queens of the past? (QE2) 4) Who was Queen Victoria and where did she live? 5) Who was the first Queen Elizabeth? 6) Why do we remember King William I? 7) Where do kings and queens live through time? 	<ul style="list-style-type: none"> 3) How did the fire spread, and how do we know? 4) What was left of London? 5) How was London rebuilt? 6) How did the fire impact the future? 			
Maths	<ul style="list-style-type: none"> Place Value within 10 x 5 weeks Addition and Subtraction within 10 x 5 weeks Geometry – Shape x 1 week Consolidation x 1 week 	<ul style="list-style-type: none"> Place Value within 20 x 3 weeks Addition and subtraction within 20 x 3 weeks Place Value within 50 x 2 weeks Measurements – Length & Height x 2 weeks Measurements – Mass & Volume x 2 weeks 	<ul style="list-style-type: none"> Multiplication & Division x 3 weeks Fractions x 2 weeks Geometry – Position & Direction x 1 week Place Value with 100 x 2 weeks Measurement – Money x 1 week Measurement – Time x 2 weeks Consolidation x 1 week 			
Reading	Phonics	Phonics	Book Related Reading Comprehension Activities			
Art	<p>Mark Making</p> <ul style="list-style-type: none"> 1. To explore ways of drawing lines when joining one point to another. 2. To create patterns using repetition. 3. To understand and experiment painting with a paintbrush. 4. To experiment with a variety of mark making and materials 5. To imitate and create art in the style of Paul Klee 	<p>Self Portraits</p> <ul style="list-style-type: none"> 1. To investigate famous self portraits. 2. To use collage to create a self-portrait. 3. To investigate the different kinds of sketching pencils. 4. To investigate different paints. 5. To create our own self portrait. 6. To create a self-portrait from clay 	<p>Colour Creations</p> <ul style="list-style-type: none"> 1. To be able to identify colours and the objects that are associated with them. 2. To be able to identify primary colours. 3. To be able to mix primary colours to create secondary colours. 4. To be able to create light and dark shades of colour. 5. To be able to produce art based on the work of Kandinsky. 			
DT	<p>Food and Nutrition - Fruit and Vegetables</p> <ul style="list-style-type: none"> 1. Fruit or vegetable? 2. Where fruit and vegetables grow. 3. Smoothie ingredients tasting. 4. Making smoothies. 	<p>Structures - Constructing a windmill</p> <ul style="list-style-type: none"> 1. Windmills – to create a stable structure 2. Making the Sails - To use tools and equipment accurately to make part of a structure. 3. Attaching the sails – To join parts of a structure 4. Evaluating the Windmill – To evaluate a structure 	<p>Textiles – Puppets</p> <ul style="list-style-type: none"> 1. Joining fabrics 2. Designing my puppet 3. Making and joining my puppet 4. Decorating my puppet 	<p>Mechanisms - Wheels and axels (Make a fire engine)</p> <ul style="list-style-type: none"> 1. How do wheels move? 2. Fixing broken wheels 3. Designing a vehicle 4. Wacky races 		
Computing	<p>Creating Media</p> <p>Digital Painting</p> <ul style="list-style-type: none"> 1. To describe what different freehand tools do 2. To use the shape tool and the line tools 	<p>Computer Systems and Networks</p> <p>Technology Around Us</p> <ul style="list-style-type: none"> 1. To identify technology 2. To identify a computer and its main parts 3. To use a mouse in different ways 	<p>Programming</p> <p>Animations</p> <ul style="list-style-type: none"> 1. To choose a command for a given purpose 2. To show that a series of commands can be joined together 3. To identify the effect of changing a value 	<p>Programming</p> <p>Scratch JR</p> <ul style="list-style-type: none"> 1. I understand what algorithms are. 2. I know how to write simple algorithms 3. I understand the sequence of 	<p>Data and Information</p> <p>Grouping Data</p> <ul style="list-style-type: none"> 1. To label objects 2. To identify that objects can be counted 3. To describe objects in different ways 4. To count objects with the same properties 	<p>Creating Media</p> <p>Digital Writing</p> <ul style="list-style-type: none"> 1. To use a computer to write 2. To add and remove text on a computer 3. To identify that the look of a text can

	<p>3. To make careful choices when painting a digital picture</p> <p>4. To explain why I chose the tools I used</p> <p>5. To use a computer on my own to paint a picture</p> <p>6. To compare painting a picture on a computer and on paper</p>	<p>4. To use a keyboard to type on a computer</p> <p>5. To use the keyboard to edit text</p> <p>6. To create rules for using technology safely</p>	<p>4. To explain that each sprite has its own instructions</p> <p>5. To design the parts of a project</p> <p>6. To use my algorithm to create a program</p>	<p>algorithms is important</p> <p>4. I know how to debug simple algorithms</p>	<p>5. To compare groups of objects</p> <p>6. To answer questions about groups of objects</p>	<p>be change on a computer</p> <p>4. To make careful choices when changing text</p> <p>5. To explain why I use the tools that I choose</p> <p>6. To compare typing on a computer to writing on paper</p>
PE A	<p>Express – Gymnastics – Travelling and Linking Actions/Rolls</p> <p>Mr Saleh – Games – Throwing and catching</p>	<p>Express Athletics – Running/Jumping</p> <p>Mr Saleh Games – Striking and hitting</p>	<p>Mr Saleh Games – Travelling and passing with a ball</p> <p>Lauren Dance</p>	<p>Mr Saleh Games – Attacking and defending/Using Space</p> <p>Lauren Gymnastics – Shapes and Balances Yoga</p>	<p>Express Athletics – Throwing</p> <p>Teacher Led Gymnastics – Jumps/ Handstands, cartwheels and round offs</p>	<p>Express Athletics - Health and fitness / sports day</p> <p>Teacher Led Personal challenge and intra school competition</p>
PE B	<p>Mr Saleh Games – Throwing and catching</p> <p>Lauren Dance</p>	<p>Mr Saleh Games - Striking and hitting</p> <p>Lauren Gymnastics – Shapes and Balances Yoga</p>	<p>Mr Saleh Games – Travelling and passing with a ball</p> <p>Mr Saleh Gymnastics - Travelling and Linking Actions/Rolls</p>	<p>Mr Saleh Games – Attacking and defending/Using Space</p> <p>Mr Saleh Athletics – Running/Jumping</p>	<p>Mr Saleh Athletics – Throwing</p> <p>Teacher Led Gymnastics – Jumps/ Handstands, cartwheels and round offs</p>	<p>Mr Saleh Athletics - Health and fitness / sports day</p> <p>Teacher Led Personal challenge and intra school competition</p>
RSHE	<p>No Outsiders</p> <p>I like the way I am (x1)</p>	<p>No Outsiders</p> <p>To join in (x1)</p>	<p>No Outsiders</p> <p>To find ways to play together (x1)</p>	<p>No Outsiders</p> <p>Proud to be me (x1)</p>	<p>No Outsiders</p> <p>I share the world with lots of people (x1)</p>	<p>No Outsiders</p> <p>To work together (x1)</p>
	<p>Healthy and Happy Friendships</p> <p>Making friends and getting along (x3) (Discovery Ed)</p>	<p>Similarities and Differences</p> <p>Recognising strengths and respecting differences (x3) (Discovery Ed)</p>	<p>Caring and Responsibility</p> <p>Our Special People (x3) (Discovery Ed)</p>	<p>Families and Committed Relationships</p> <p>The importance of family (x3) (Discovery Ed)</p>	<p>Healthy Bodies and Minds</p> <p>Amazing bodies (x3) (Discovery Ed)</p>	<p>Coping with Change</p> <p>Growing and changing (x3) (Discovery Ed)</p>
	<p>E-Safety (Teacher Planned) - To know about different ways to learn and play; recognising the importance of knowing</p>	<p>E-Safety (Project Evolve)</p> <p>Online Relationships - To use the internet with adult support to communicate with people I know (e.g.</p>	<p>E-Safety (Project Evolve)</p> <p>Online Relationships – To give examples of when I should ask permission to do something online and</p>	<p>E-Safety (Project Evolve)</p> <p>Online Relationships – To explain why it is important to be considerate and kind to people online and to respect their choices</p>	<p>E-Safety (Project Evolve)</p> <p>Self-Image and Identity - To know if something happens that makes me feel sad, worried, uncomfortable or</p>	<p>E-Safety (Project Evolve)</p> <p>(x1) Online Bullying – To describe how to behave online in ways that do not</p>

	what to take a break from time online or TV (x1)	video call apps or services). (x1)	explain why this is important (x1)		frightened I can give examples of when and how to speak to an adult I can trust and how they can help.	upset others and can give examples
	Healthy Lifestyles (Y&T) Sleeping Well (x1)	British Values - Rule of Law – To know what rules are, why they are needed and why different rules are needed (x1)	Dental (Teacher Planned) To know about dental care and visiting the dentist, how to brush teeth correctly, food and drink to support dental health (x1)	Healthy Lifestyles (Y&T) Sun Safety	Economic wellbeing: Money – To know what money is; forms money comes in; that money comes from different sources (x1) (Teacher Planned)	Economic wellbeing: Money (x1) (Teacher Planned) – To know that people make different choices about how to save and spend money
Phonics	The Basics 4 Adjacent Consonants and Polysyllabic		The Higher Levels 5 Choose to Use		The Higher Levels 5 Choose to Use	
Music	My Musical Heartbeat	Dance, Sing and Play	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together
RE	Celebrations and Festivals 1. To know that Christians celebrate Christmas 2. To know why Christians celebrate Christmas 3. To know that Jewish people celebrate Hannukah 4. To know why Jewish people celebrate Hannukah		Myself and Caring for others 1. To know how I belong in a family. 2. To know how I belong in a community. 3. To identify the value of kindness and care within religious stories. 4. To identify the value of kindness and care within religious stories.	Beliefs and Teachings 1. To retell the story of healing the 10 lepers and how this impacted on Christian beliefs. 2. To retell the story of the feeding of the 5,000 and how this impacted on Christian beliefs. 3. To know that Christians celebrate Easter. 4. To know why Christians celebrate Easter.	Symbols in Religious Worship and Practice 1. To recall and name artifacts from a church and synagogue. 2. To compare and contrast how Christians and Jews worship within a church / Synagogue 3. Church visit 4. To compare and contrast how weddings are celebrated in a church / synagogue. 5. To know how common symbols within the religions can mean different things. 6. Why do or don't people go to a place of worship? Celebrations and Festivals (cont) 1. To know that Jewish people celebrate Shabbat 2. To know why Jewish people celebrate Shabbat	
Science 2023/2024	Everyday Materials 1. What material is this? (p1) 2. What material is this? (p2) 3. Is all paper the same 4. Is all fabric the same? Plants 1. How do leaves change across the year?	Using our Senses 1. Is everyone's body the same? 2. What differences can our tongues taste? 3. What can we hear using our sense of hearing?	Everyday Materials 1) How can we group objects made of different materials? Properties and uses of Materials 1) Can the same object be made from different materials? 2) What properties do materials have? 3) Does it bend or stretch? 4) Do all materials get wet?		Seasonal Changes 6) How has our space changed over the year? (early summer) Animals (Vertebrates) 1) Who's who is the animal (vertebrate) world?	Identifying plants and their parts 1) What wild and garden plants can we find around our school? 2) What parts of a plant grow above the ground?

	<p>2. Do all trees lose their leaves in winter and grow new ones in spring?</p> <p>Animal Antics</p> <p>1. Which animals live around our school?</p>	<p>4. How can we explore the world using our sense of touch?</p> <p>5. Which smells do we love and hate?</p> <p>6. How do we use our senses to find out about the world around us?</p> <p>7. How many layers of material will stop me feeling the princess' pea?</p> <p>Sensing Seasons</p> <p>1. What can we see and hear that shows us that the seasons are changing? (p1)</p> <p>2. What can we see and hear that shows us that the seasons are changing? (p2)</p>	<p>Seasonal Changes</p> <p>4) Are all flowers the same? (spring)</p> <p>5) Which birds visit our bird feeder? (spring)</p>	<p>2) What's so special about birds?</p> <p>3) What makes an amphibian an amphibian?</p> <p>4) Do fish have fingers?</p> <p>5) Are humans mammals?</p>	<p>3) What parts of a plant grow under the ground?</p> <p>4) Why are trees plants?</p> <p>5) What are the similarities and differences between plants that have flowers?</p>	
<p>Science 2024/2025</p>	<p>Seasonal Changes</p> <p>1) Are all leaves the same? (September)</p>	<p>Human Body and Senses</p> <p>1) Is everybody's body the same?</p> <p>2) How can we explore the world using our sense of touch?</p> <p>3) What can we hear?</p> <p>4) What smells do we like and dislike?</p> <p>5) What differences can our tongues taste?</p> <p>Seasonal Changes</p> <p>2) Which animals share our space? (autumn)</p> <p>3) Do all trees shed their leaves? (early winter)</p>	<p>Naming and Describing Materials</p> <p>1) What material is this? Part 1</p> <p>2) What material is this? Part 2</p> <p>3) Is all paper the same?</p> <p>4) Is all fabric the same?</p> <p>5) How can we group objects made of different materials?</p>	<p>Properties and uses of Materials</p> <p>1) Can the same object be made from different materials?</p> <p>2) What properties do materials have?</p> <p>3) Does it bend or stretch?</p> <p>4) Do all materials get wet?</p> <p>Seasonal Changes</p> <p>4) Are all flowers the same? (spring)</p> <p>5) Which birds visit our bird feeder? (spring)</p>	<p>Seasonal Changes</p> <p>6) How has our space changed over the year? (early summer)</p> <p>Animals (Vertebrates)</p> <p>6) Who's who is the animal (vertebrate) world?</p> <p>7) What's so special about birds?</p> <p>8) What makes an amphibian an amphibian?</p> <p>9) Do fish have fingers?</p> <p>10) Are humans mammals?</p>	<p>Identifying plants and their parts</p> <p>6) What wild and garden plants can we find around our school?</p> <p>7) What parts of a plant grow above the ground?</p> <p>8) What parts of a plant grow under the ground?</p> <p>9) Why are trees plants?</p> <p>10) What are the similarities and differences between plants that have flowers?</p>