



YEAR 1 CURRICULUM MAP

2024 2025

| | Term 1 – Autumn 1 05/09/2024 – 25/10/2024 | Term 2 – Autumn 2 04/11/2024 – 20/12/2024 | Term 3 – Spring 1 07/01/2025 – 14/02/2025 | Term 4 – Spring 2 25/02/2025 – 4/04/2025 | Term 5 – Summer 1 22/04/2025 – 23/05/2025 | Term 6 – Summer 2 03/06/2025 – 23/07/2025 |
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| Trip/Visit | | | Toy Day – in class Look at seasons changes & go to Brookside Church | | Wildlife walk – to find out about plants and trees Trip – (pond dipping, meadow/woodlands, plants) | Explorer day – in class |
| Talk for writing | Fiction The Enormous Turnip Cumulative plot Toolkit – description/setting Independent – The Enormous Carrot Reading spine: Room on the Broom, Pattan’s Pumpkin | Instructions How to spin straw into Gold Independent suggestion – How to play duck duck goose (linked to PE Aut 1)/How to make a hand puppet (D&T Aut 1). Reading spine: The Giant Ham Sandwich, The Disgusting Sandwich, Stone Soup, Pumpkin Soup | Fiction Monkey See Monkey Do Losing finding plot Toolkit – action/openings/endings Independent – Seagull see/Seagull do Reading Spine; Lighthouse keeper’s lunch | Recounts My trip to the friendly forest Independent suggestion – Recount trip from Brookside Reading spine: Meerkat mail, Dragon post | Information Elephogs Independent – to create a new animal cross Reading spine: Fliphistoric, fliposaurus, flap flap farm, flip flap zoo, flip flap frozen | Fiction Little Charlie Quest/meeting plot Toolkit – character/action Independent – The Queen’s hat Reading spine: Paddington at the palace, The Queen’s hat. |
| Maths | Place value within 10 | Add and subtract | Geometry - shape | Place value within 50 | Multiplication and | Place value within 100 |

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| | Add and subtract within 10 | within 10 | Place value within 20 Add and subtract within 20 | Length and height Weight and volume | division Fractions Geometry- position and direction | Measurement- time Measurement- money |
| Science | <p>The Human Body</p> <p>Seasonal changes Autumn</p> <p>Children will name, identify, draw and label parts of the human body as well as learning about the five senses (sight, sound, taste, touch and smell).</p> <p>We will also learn about the changes in Autumn and collect and record data of the amount of rainfall within this season.</p> | <p>Materials</p> <p>Seasonal Changes Winter</p> <p>We will be learning all about 'Materials'. Children will explore materials such as wood, plastic, glass, metal and rock. We will investigate their properties - melt/freeze/float/sink/absorb water.</p> <p>We will also learn about the changes in Winter and collect and record data of the amount of rainfall within this season.</p> | <p>Winter Planting</p> <p>Animals</p> <p>In Science, we will be learning about different groups of animals such as mammals, birds, fish, amphibians and reptiles. We then use this knowledge to compare and group animals. We will also be learning about herbivores and carnivores.</p> <p>We will explore plant growth over time by growing plants inside.</p> | <p>Seasonal changes Spring</p> <p>Planting Spring</p> <p>We will also learn about the changes in Spring and collect and record data of the amount of rainfall within this season.</p> <p>We will explore plant growth over time by growing plants outside if it is warm enough.</p> | <p>Plants</p> <p>We will learn about plant and tree parts, wild and garden plants whilst looking at examples of plants in the local area. We will learn about deciduous and evergreen trees and look at trees in the local area.</p> <p>Planting: we will plant the seeds we planted in spring outdoors and consider the seasonal changes.</p> | <p>Planting summer</p> <p>Seasonal changes summer</p> <p>Planting: we will plant the seeds we planted in spring outdoors and consider the seasonal changes.</p> <p>Seasonal changes: we will look at the changes during summer and collect and record data for the summer.</p> |
| Computing | Computing Systems & Networks: | Online safety (All 4 lessons) | Programming 1: Algorithms unplugged. | Programming 2: Bee-Bots. | | Creating imagery- Digital imagery |

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| <p>(Kapow condensed)</p> | <p>(3 lessons - 1, 2 & 3)</p> <p>Knowing how to log in and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits.</p> | <p>We will discuss what the internet is and how it can be used, recognize the internet may affect mood or emotions and internet use can affect and upset others. Finally we will identify which information is appropriate to share and post online and which is not.</p> | <p>(4 lessons - 1, 2, 4 & 5)</p> <p>Using an unplugged approach so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific.</p> | <p>(4 lessons - 1, 3, 4 & 5)</p> <p>Developing early programming skills using either the Bee:Bot.</p> | | <p>(3 lessons - 1, 2 & 3)</p> <p>Using creativity and imagination to plan a miniature adventure story and capturing it using developing photography skills. Children learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.</p> |
| <p>Religion and worldview (Kapow condensed)</p> | <p>How did the world begin? (Intro/lessons 2 & 3)</p> <p>Exploring a range of creation stories in imaginative ways, children present their own ideas using art and language. They consider how creation stories help some people understand what God is like.</p> | <p>What do some people believe God looks like? (Lessons 2, 3, 4)</p> <p>To express ideas about God, explain how some Muslim people use art to express their ideas about God, recognise some different forms of God in the Hindu worldview, recognise some Christian people believe Jesus is the son of God and God on Earth, discuss different ways to refer and represent God, recall</p> | <p>Why should we care for the world? (Lesson 3, 4, 5 and 6)</p> <p>Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.</p> | <p>Why should we care for others? (Lessons 1 and 2)</p> <p>We will investigate the importance of caring for others from different viewpoints.</p> | | <p>How do we know that new babies are special? (Lessons 1 – 6)</p> <p>Finding out about different ceremonies to welcome home a new baby and exploring some of the symbolism in these ceremonies.</p> |

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| | | some of the different names people use for God. | | | | |
| Art and Design & D&T combined curriculum | <p>D&T Textiles: Puppets</p> <p>4 lessons</p> <p>Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.</p> <p>Example theme: Storybook character.</p> | <p>Art and design: Painting and mixed media – colour splash</p> <p>5 lessons</p> <p>We will learn about primary and secondary colours, colour mix these colours and apply the skills to painting and printing creating a painted plate in the style of an artist.</p> | <p>D&T Structures – constructing a windmill</p> <p>4 lessons</p> <p>The children will design a windmill to meet the needs of the user following design criteria. They will explore how to make a stable structure and make functioning sails/blades to attach to the structure and improve the windmill as needed by evaluating it.</p> | <p>Art: Drawing – Make your mark</p> <p>5 lessons</p> <p>Children will learn how to create different types of lines and explore mark making to draw water. They will produce a drawing that displays observational skill using the line and marking making skills they have learnt.</p> | <p>D&T Smoothies</p> <p>6 lessons</p> <p>Learn to distinguish between fruit and vegetables and where they grow. They will practise food preparation skills, select ingredients to make a smoothie and evaluate their smoothie.</p> | <p>Art and design: Sculpture and 3D – Paper play</p> <p>5 lessons</p> <p>Children will explore paper-based 3D art forms focusing on techniques like rolling paper tubes, shaping paper strips and constructing imaginative sculptures. They will apply painting skills to their 3D art.</p> |
| Music (Kapow condensed) | <p>Sound patterns: Fairytales</p> <p>5 lessons</p> <p>Through fairy tales, children are introduced to the concept of sound patterns (rhythms);</p> | <p>Christmas practice</p> | <p>Keeping the pulse: My favourite things</p> <p>5 lessons</p> <p>Children explore keeping the pulse together through music and movement, by exploring their</p> | | <p>Pitch: Superheroes</p> <p>5 lessons</p> <p>Learning how to identify high and low notes and to compose a simple tune to</p> | <p>Musical symbols – under the sea</p> <p>5 lessons</p> <p>Children combine all of the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating</p> |

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| | They explore clapping along to repeated words and phrases creating rhythmic patterns to tell a familiar fairy tale. | | favourite things. | | represent a superhero. | instrumental, vocal and body sounds. |
| Humanities | <p>Geography – What is it like here?</p> <p>Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.</p> | <p>History: How am I making history?</p> <p>Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.</p> <p>Write about a personal memory from a photograph from home.</p> | <p>History – How have toys changed?</p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p> | <p>Geography – How does the weather affect us?</p> <p>Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.</p> | <p>Geography: How is life different in China?</p> <p>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.</p> | <p>History: How have explorers changed the world?</p> <p>Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p> |

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| <p>P.E.</p> | <p>Playground games: skipping, hopscotch, duck goose, what's the time Mr Wolf? Create a book of playground games for Reception</p> <p>Gymnastics body shapes and balancing.</p> <p>We will practice skills of a bunny hop and front support, skip, hop, jump and gallop. We will hold balances for 3 seconds, work on straight, tuck, star, half turn and cat leap jumps. We will practice log, curled and teddy bear rolls and watch others to suggest ways to improve.</p> | <p>Team Games, e.g. stuck in the mud – rules need to be followed using previously learnt skills.</p> <p>Children will be introduced to team games where they will pass and receive, move into space, change speed, follow basic rules and develop team work.</p> <p>Multi-skills: throwing, catching, jumping and running. (noodles could be used)</p> <p>Children will learn how to move in a forwards, backwards and curved pathway whilst moving in a variety of ways such as hopping, crawling, galloping. We will balance with control on more than one body part</p> | <p>Multi-skills: throwing and catching.</p> <p>Children will learn how to move in a forwards, backwards and curved pathway whilst moving in a variety of ways such as hopping, crawling, galloping. We will balance with control on more than one body part simultaneously, throw objects underarm, kick a ball towards a target and catch a ball whilst stationary with increasing accuracy.</p> <p>Dance party games e.g. Macarena</p> | <p>Dance: continuation and movement patterns.</p> <p>We will improvise to a piece of music, copy and repeat back patterns, be able to link 2 or 3 movements together. Children will perform music to a range of speeds and to an obvious beat within a piece of music, perform their learn skills and watch and describe other people's performances.</p> <p>Health & Fitness: understanding the importance of being healthy.</p> <p>We will understand why we warm up and cool down, talk about the importance of being healthy and why we drink water. We will show stamina, perseverance and determination within</p> | <p>Fielding and striking skills – ball and bat: striking a ball with a range of equipment. Hand-eye co-ordination. Cone ball. Starting to follow basic rules and focus on attacking skills.</p> <p>We will work on throwing a ball with ranges of direction and height and strike a ball with a racket. We will throw from one hand, catch with two hands and use hand eye coordination. Children will follow simple rules</p> | <p>Athletics outdoor: throwing and track events - running and throwing using a variety of equipment (bean bags, quoits, balls).</p> <p>We will work on using a balanced running technique and run in straight and curved lines whilst changing direction and speed. We will practice throwing underarm and overarm.</p> <p>Sports day prep</p> |
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| | | simultaneously, throw objects underarm, kick a ball towards a target and catch a ball whilst stationary. | | our lessons and ask for help when needed. | | |
| P.S.H.E (Kapow condensed) | Intro: setting the rules Family & Relationships Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair Vocab: behaviour, care, emotions, family, feelings, friend, friendly, problem, stereotype Whole scheme | | Health and wellbeing Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection , identifying and dealing with allergic reactions, people in the community who keep us healthy Vocab: allergy, emotions, feelings, ill (poorly), qualities, relax | Safety and the changing body Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe Vocab: accident, drug, emergency, medicine, physical contact, polite, respect, role, trust | Citizenship Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy Vocab: care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote Sun protection lesson | Economic well being Transition to Y2 Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of jobs roles in schools Vocab: bank, bank account, building society, cash, choice, coins, earn, interest, job, money, money box, notes, pocket money, purse, safe, save, skill, spend, value, |

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| | completed this term. | | | | when weather is warmer | wallet |
| P/C Engagement Event | Puppet activity - HB | Christmas performance | Planting - HJ | Seasons - HB | Maths, position direction activities - HJ | Summer fayre |
| Key Days | Roald Dahl Day – 13th September Black History Month – October | Bonfire night – 5th Nov World Science Day – 10th Nov Remembrance day – 11th Nov Anti-bullying week 13th-17th Nov Children in need – 17th Nov Road safety week 16th – 22nd Nov Christmas Jumper Day – 8th Dec | Safer Internet day 6th Feb Pancake day 13th Feb Valentines day 14th Feb Random acts of kindness day 17th Feb | World Book Day – 7th March Science week 8th-17th March Mothers day – 10th March | May day – 6th May Mental Health Awareness week 13th-20th May | Fathers day – 16th June Sports day |