



Year 1 Curriculum Map

'We will provide a broad and balanced curriculum and support every child to be the best they can be'



Article 29 (Goals of Education)

YEAR 1	Autumn	Spring	Summer
TOPIC Themes	My Local Environment	Superheroes	Safari
Wow Experience/ Entry point	Walk to local park/allotments Journey Stick	Dressed up as superheroes. Parade.	Trip to safari park
Books/Films Linked to theme	Alfie Books Shirley Hughes	Superhero. The Incredibles.	Why Elephant has a Trunk The Tinga Tales Beautiful Bananas The Lion Inside
TOPIC Geography or History	<u>Geography Focus:</u> Map work. Where we live. Physical features of the area Weather What is in our local environment? Hamilton Trust Local Studies: Our School and our local area: Block A: Our School Lessons 1-7 <u>History Focus:</u> Capital cities and the countries of England. Explore how I have changed as I have grown. Discuss changes in old and new pictures. Timeline national events. Historical Association Local History enquiry links. Article 7: I have the right to a name and to belong to a country.	<u>History Focus:</u> Real Life heroes: FN/MS Superhero in their eyes. Pride of Britain awards Historical Association Article links Article 17: I have the right to get information in lots of ways, so long as its safe.	<u>Geography Focus:</u> Comparison of hot and cold places. Habitats. Equator. Weather Experts: Block E: Climate Around the World: Lessons Article 13: I have the right to find out and share information
Design and Technology	D/T: Free Standing Structure - Make a piece of playground equipment to make our area better for children. Art 31(leisure, play & culture)	D/T: Moving Pictures-levers and sliders Art 31 (leisure, play & culture)	D/T: Eat more fruit and vegetables-Food Art 24 (right to nutritious)
Art	ART: Ongoing: Sketchbooks, Self-portraits Kapow Art Curriculum Yr 1: Formal Elements of Art (shape, line & colour) – lessons 1 -5	ART: Ongoing: Sketchbooks, Self-portraits Art: Pop Art: Andy Warhol. Complementary Colours Kapow Art Curriculum Yr 1: Art & Design Skills (Learning about the artist Louis Wain; Painting; Craft/Printing (adapt from Great Fire of London to Superheroes); Drawing/Experimenting with Media; Design; Lego Printing.	ART: Ongoing: Sketchbooks, Self-portraits John Bannovich – silhouette animals on African Plains background Kapow Art Curriculum: Yr 1: Landscapes Using Different Media (adapted seascapes to African plains) Sculptures & Collages (Adapt for African Art)
Cross Curricular English	Recount of the local area. Letter to Penda. Diary entry.	Children writing about their own hero. Poetry – superheroes Non-fiction writing about real life heroes	Writing about living in a hot country. Instructions – how to make a fruit salad. Fact file about an animal/place



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	Writing about settings in Africa. Letter to caretakers about watering the plants.											
Cross Curricular Maths	Measuring using non-standard units. Weather charts. Data – pictograms. Pictograms from the walk around the environment.				Code breakers. Measuring – how far can Spiderman shoot his web?/fairy spark wand. Superhero reasoning/worded problems.				Money addition and subtraction Weighing fruit Buying tickets – safari			
Author Focus for RFP	Jill Murphy Tom Percival				Oliver Jeffers John Burningham				Julia Donaldson Jusith Kerr			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Poetry/Description (2 wks)	Fiction (3 wks)	Non Fiction (3 wks)	Fiction (3 wks)	Poetry/Description (2 wks)	Fiction	Non Fiction	Fiction	Poetry/Description	Fiction	Non Fiction	Fiction
English	Text <i>On the road</i> Genre Recount Focus Description Patterned text.	Text Don't spill the milk Genre Journey Focus settings Description	Text <i>The magic porridge pot</i> Genre Instructions Focus Temporal connectives	Text <i>Traditional tale The Elves and the Shoemaker</i> Genre Traditional Tale Focus Openings/Endings	Text <i>Noises off</i> Genre Poetry Focus Description	Text Super Daisy Genre Tale of quest Focus Character Description	Text <i>To the rescue</i> Genre Non-Fiction Focus Features	Text Traditional tale Yoshi the stone cutter Genre Traditional tale from another culture. Focus Characters	Text <i>The jungle song</i> Genre Poetry Focus Alliteration Rhyming strings Similes	Text <i>Augustus and his smile</i> Genre Losing tale Focus Setting Description	Text What do you do with a tail like this: Gervaise Phinn Genre Information Text Focus Report writing	Text <i>Fairy Fetcher</i> Wa Genre Journey Ta Focus Description
Maths	Number: Place Value (within 10) 3 wks Number: Addition and Subtraction (within 10) 4 wks Rotating units (2 wks) Geometry Measurement: Length and Height Measurement: Weight and Volume Number: Place Value (within 20) (4 wks)		Number: Addition and Subtraction (within 20) 4 wks Rotating units (2 wks) Geometry Measurement: Length and Height Measurement: Weight and Volume Number: Place Value (within 20) (4 wks) Number: Place Value		Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) 4 wks Number: Fractions 2 wks Rotating units Geometry: position and direction 1 wk Measurement: money 1 wk Time 1 wk Number: Place Value (within 100) 3 wks		Number: Place Value (within 10) 3 wks Number: Addition and Subtraction (within 10) 4 wks Rotating units (2 wks) Geometry Measurement: Length and Height Measurement: Weight and Volume Number: Place Value (within 20) (4 wks)		Number: Addition and Subtraction (within 20) 4 wks Rotating units (2 wks) Geometry Measurement: Length and Height Measurement: Weight and Volume Number: Place Value (within 20) (4 wks) Number: Place Value (within 50) (Multiples of 2, 5 and 10 to		Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) 4 wks Number: Fractions 2 wks Rotating units Geometry: position and direction 1 wk Measurement: money 1 wk Number: Place Value (within 100) 3 wks	



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		(within 50) (Multiples of 2, 5 and 10 to be included) 4 wks Rotating units (2 wks) see above			be included) 4 wks Rotating units (2 wks) see above	
Science	Animals including humans Who am I? <u>Working Scientifically Skills</u> <ul style="list-style-type: none"> Observe closely, using simple equipment. Identify and classify things. Gather and collect and record data to help answer questions. Article 24 (health and health services)	Seasonal changes <u>Working Scientifically Skills</u> <ul style="list-style-type: none"> To ask simple questions and recognise that they can be answered in different ways. To observe closely. To perform simple tests. To identify and classify. To gather and record data to help in answering questions. To describe the simple physical properties of a variety of everyday materials 	Everyday Materials <u>Working Scientifically Skills</u> <ul style="list-style-type: none"> To perform simple tests. Identify and classify things. Use their observations and ideas to suggest answers to questions 	Everyday Materials <u>Working Scientifically Skills</u> <ul style="list-style-type: none"> To perform simple tests. Identify and classify things. Use their observations and ideas to suggest answers to questions 	Animals including humans (On Safari) <u>Working Scientifically Skills</u> <ul style="list-style-type: none"> Observing closely, using simple equipment To perform simple tests. Use their observations and ideas to suggest answers to questions.	Plants and seasonal changes <u>Working Scientifically Skills</u> <ul style="list-style-type: none"> To perform simple tests. Observing closely using simple equipment e.g. activities. Identify and classify things. Gather and collect and record data to help answer questions.
Computing	Transition period for EYFS to Year 1: Using the laptops, logging on and switching off (art.16 – keeping things private) Using paint to create class characters (art.13 – find out information) Self-image and self-identity Online Bullying	Purple Mash Unit 1 – Online Safety (4 weeks) (art.12 – being taken seriously) (art.16 – keepings things private) (art.19 – protected from harm) (art.29 – teaching respect) (art.34 – sexual abuse) Unit 4 – Lego Builders (3 weeks) (art.16 – keepings things private)	Purple Mash Unit 5 – Maze Explorers (3 weeks) (art.16 – keepings things private) (art.28 – right to an education) Unit 6 – Animated Story Books (lessons 1-3) (art.16 – keepings things private) (art.28 – right to an education) (art.17 – right to get information) Safer Internet Day – 9 th February Self-image and self-identity Online Relationships	Purple Mash Unit 6 – Animated Story Books (lessons 4-5) (art.16 – keepings things private) (art.28 – right to an education) (art.17 – right to get information) Unit 7 – Coding (lessons 1-4) (art.16 – keepings things private) (art.28 – right to an education) (art.17 – right to get information)	Purple Mash Unit 7 – Coding (lessons 5-6) (art.16 – keepings things private) (art.28 – right to an education) (art.17 – right to get information) Unit 8 – Spreadsheets (3 weeks) (art.16 – keepings things private) (art.28 – right to an education) (art.17 – right to get information)	Purple Mash Unit 9 – Technology on school (2 weeks) (art.12 – being taken seriously) (art.16 – keepings things private) (art.19 – protected from harm) (art.29 – teaching respect) (art.34 – sexual abuse) If any additional time: Unit 1 – Grouping and sorting (2 weeks) Unit 3 – Pictograms (3 weeks) (art.16 – keepings things private)



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		(art.28 – right to an education) Online reputation Managing online information Privacy and security Copyright and ownership	Online Reputation Privacy and Security Copyright and ownership			(art.28 – right to an education) (art.17 – right to get information) Health, wellbeing and lifestyle
PE	Gymnastics Art 31 (leisure, play & culture) Article 15 (freedom of association) Identify and use simple gymnastics actions and shapes. Apply basic strength to a range of gymnastics actions. Begin to carry basic apparatus. Link actions.	Gymnastics Art 31 (leisure, play & culture) Article 15 (freedom of association) Perform a variety of basic gymnastics actions showing control. Turn, twist, spin, rock and roll and link these into movement patterns. Perform longer movement phrases and link with confidence.	Dance Art 31 (leisure, play & culture) Article 15 (freedom of association) Cultural dances for Spring Festival Respond to a range of stimuli and types of music. Explore space, direction, levels and speed. Create actions and perform movements with different body parts.	Dance Art 31 (leisure, play & culture) Article 15 (freedom of association) Cultural dances for Spring Festival Build simple movement patterns from given actions. Compose and link actions.	Games and Athletics Run Jump Throw Art 31 (leisure, play & culture) Article 15 (freedom of association) Link running and jumping. Run in varying pathways and speeds. Develop throwing techniques to send objects over long distances. Extend stamina, strength, balance, agility and coordination. Cooperate with others to carry out more complex physical activities.	Games and Athletics Send and Return Art 31 (leisure, play & culture) Article 15 (freedom of association) Develop sending skills variety of balls, using hit bat. Track, intercept and stop variety of objects. Apply skills to beat in opposition. Move towards a moving return.
RE	Dispositions: Cultivating inclusion, identity and belonging / Being thankful Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and culture)	Dispositions: Being modest and listening to others / Expressing joy / Sharing and being generous Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and culture)	Dispositions: Being fair and just / Being accountable and living with Integrity Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and culture)	Dispositions: Being courageous and confident / Being loyal and steadfast Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and culture)	Dispositions: Remembering roots / Being hopeful and visionary Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and culture) :	Dispositions: Being curious valuing knowledge / Being honest and truthful Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and culture)
PSHE	Establish Class Charters Positive classroom environment What is the same and different about us? Article 2 (non-discrimination)	Who is special to us?	What helps us stay healthy? Article 24 (health and health services)	What can we do with money?	Who helps us keep safe?	How can we look after each other and the world?
UNICEF	First Steps to Rights:		First Steps to Rights:		First Steps to Rights:	



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	Unit 1: Introducing Basic Rights & Class Charters Unit 2: Family - Loving Unit 3: Homes – Home Life	Unit 4: Food – Favourite Foods Unit 5: Water – explore the right to clean water Unit 6: Play – Play around the World – explore the right to play and relax	Unit 7: Cooperation – An old tale from India Unit 8: Diversity – I’m special, you’re special. Unit 9: Safety – Who is safe? – explore the right to prote from violence, abuse and neglect.	
Music	<p>Hey you! (Hip hop) A six-week Unit of Work focused on one song: Hey You! The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p>Article 13 (freedom of expression)</p>	<p>Christmas Presentation - Focus – learning Christmas carols and performing in front of an audience.</p> <p>Article 13 (freedom of expression)</p>	<p>In The Groove An easy-to-learn song that demonstrates different styles of music. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p> <p>Article 13 (freedom of expression)</p>	<p>Your Imagination – A song based on using your imagination. The Str Musical Learning in this Unit of Work relate to and progress towards of Key Stage Expectations (Musical Learning for the end of KS</p> <p>Article 13 (freedom of expression)</p>