



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. Comics – Batman, Spiderman etc	Why Elephant has a Trunk The Tinga Tales Beautiful Bananas The Lion Inside Where the wild things are
TOPIC Geography	<p><u>Locational knowledge: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</u> Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p style="color: green;">Hamilton Trust We are Britain: Block B: Four Nations Lessons 1-10.</p> <p><u>Use simple fieldwork and observational skills to study the geography of the school and its grounds:</u> Create a map of their school and local area.</p> <p style="color: green;">Hamilton Trust Local Studies: Our School and our local area: Block A: Our School Lessons 1-7</p>	<p><u>Human and physical geography: Identify identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</u> Compare hot and cold places, explore the role of the equator, observe daily weather patterns.</p> <p style="color: green;">Hamilton Trust Weather Experts: Block F: Hot, Hot, Hot Lessons 1-6 Hamilton Trust Weather Experts: Block G: Cold, Cold, Cold Lessons 1-5. Hamilton Trust Weather Experts: Block C: Seasonal Change Lessons 1-5.</p>	<p><u>Human and Physical Geography: Use basic geographical vocabulary to refer to key physical features:</u> Explore the geography of the immediate local area and wider locality of Great Barr: Beacon Hill, Barr Beacon : Key terminology focus: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use aerial photographs to identify key features and devise a simple map, use and construct symbols in a key.</p> <p><u>Human and Physical Geography: Use basic geographical vocabulary to refer to key human features:</u> Scott Arms, Great Barr Hall links, and key terminology: city, town, village, factory, farm, house, office, port, harbour and shop Study the geography of the surrounding area, to recognise landmarks and key features.</p> <p><u>Earth Day – 22nd April.</u> Awareness of Climate change, protecting our planet. <u>World Environment Day – June 5th.</u> United Nations day to protect our environment.</p>



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<p>Geography Fieldwork Opportunities</p>	<ul style="list-style-type: none"> Walk around the school grounds to devise a map. Local area walk. 	<ul style="list-style-type: none"> Observe a weather diary outdoors. Walk around the school grounds and observe the changes seen. Explore hot and cold places outside. Say what you can see on a rainy/wet/summer day. 	<ul style="list-style-type: none"> Local walk to explore the key human and physical features: Forest school, local parks, residential areas, Great Barr Hall. Forest school: look for streams, water, making bridges over puddles.
<p>TOPIC History</p>	<p><u>Significant historical events, people and places in their own locality:</u> Household objects/Classrooms then and now.</p> <p><u>Changes within living memory:</u> Timeline changes in own growth. Hamilton Trust Local Studies: Changes in Living Memory: Block B: A Day in the Life Lessons 1-7</p> <p>Article 7: I have the right to a name and to belong to a country.</p> <p><u>Events beyond living memory that are significant nationally or globally.</u></p> <p><u>Guy Fawkes Day</u> – November 5th <u>Remembrance Sunday</u> - November 10th <u>Black History Month</u> – October (Whole School Assembly to address)</p> <p><u>Trip Links:</u> Black Country Living Museum.</p>	<p><u>The lives of significant individuals in the past who have contributed to national and international achievements:</u> Real Life heroes with a focus on nursing: Mary Seacole, Florence Nightingale. Famous explorers through space such as Neil Armstrong and the discovery by Christopher Columbus.</p> <p style="text-align: center;">Famous Explorers</p> <p>Hamilton Trust Famous for More than Five Minutes: Block B: Explorers Lessons 1-7</p> <p>Article 17: I have the right to get information in lots of ways, so long as its' safe.</p>	<p><u>Significant historical events, people and places in their own locality:</u> Compare changes then and now with Great Barr Hall. History of the Scott family, exploring change through aerial photography.</p> <p style="text-align: center;">Article 13: I have the right to find out and share information</p> <p><u>Local Community and History Month</u> – May. Increase awareness of local history.</p> <p><u>Trip Links:</u> Local walk to Great Barr Hall.</p>



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TOPIC History	<u>Significant Individuals</u> <ul style="list-style-type: none"> Guy Fawkes. 	<u>Significant Individuals</u> <ul style="list-style-type: none"> Neil Armstrong Christopher Columbus Florence Nightingale 	<u>Significant Individuals</u> <ul style="list-style-type: none"> Lady Mildred Bateman (Last residing member at Great Barr Hall) Members of the Scott Family.
TOPIC History	<u>Black History Links</u> <ul style="list-style-type: none"> British Values: We Treat everybody equally. <u>Following Examples:</u> <ul style="list-style-type: none"> Tessa Sanderson – Black British woman famous for javelin throwing. Sir Mo Farah – British long distance runner. Dame Kelly Holmes – first British woman to win two gold medals. 	<u>Black History Links</u> <ul style="list-style-type: none"> Dr Mae Jemison – background in science and medicine and selected by NASA for space travel. Mary Seacole – cared for injured soldiers during the Crimean war. 	<u>Cross Curricular Black History Links</u> <ul style="list-style-type: none"> Rosa Parks – equality for all. Taking a stand.
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 food)
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 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 (adapt from seascapes to African plains) Sculptures & Collages (Adapt for African Art)
Cross Curricular English	Recount of the local area. Letter to Penda. Diary entry. Writing about settings in Africa. Letter to caretakers about watering the plants.	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
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



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Author Focus for RFP	Jill Murphy Tom Percival				Oliver Jeffers John Burningham				Julia Donalson 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/ Descriptio n	Fiction	Non Fiction	Fiction
English	Text <i>Rosie's walk</i> Genre Recount Focus Description Patterned text.	Text Don't spill the milk Genre Journey Focus settings Description	Text <i>Instructi on texts</i> Genre Instructi ons Focus Tempor al connecti ves	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>Where the wild things are</i> Genre Journey Tale 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) (2 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 50) 3 wks Rotating units (2 wks) Geometry Measurement: Length and Height Measurement: Weight and Volume Number: Place Value(within 20) (4 wks)		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 100) 3 wks Rotating units Geometry: position and direction 1 wk Measurement : money 1 wk Time 1 wk Addition and Subtraction (3 wks) Number: Addition and Subtraction (within 20) 3 wks	



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<p>Science</p>	<p>Animals including humans Who am I?</p> <p><u>Working Scientifically Skills</u></p> <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. <p>Article 24 (health and health services)</p> <p>Seasonal changes</p> <p><u>Working Scientifically Skills</u></p> <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. <p>To gather and record data to help in answering questions. To describe the simple physical properties of a variety of everyday materials</p>	<p>Everyday Materials</p> <p><u>Working Scientifically Skills</u></p> <ul style="list-style-type: none"> To perform simple tests. Identify and classify things. Use their observations and ideas to suggest answers to questions <p>Seasonal changes</p> <p><u>Working Scientifically Skills</u></p> <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 	<p>Everyday Materials</p> <p><u>Working Scientifically Skills</u></p> <ul style="list-style-type: none"> To perform simple tests. Identify and classify things. Use their observations and ideas to suggest answers to questions <p>Seasonal changes</p> <p><u>Working Scientifically Skills</u></p> <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. <p>To gather and record data to help in answering questions. To describe the simple physical properties of a variety of everyday materials</p>	<p>Plants and seasonal changes</p> <p><u>Working Scientifically Skills</u></p> <ul style="list-style-type: none"> To perform simple tests. Observing closely, using simple equipment e.g. ice activities. Identify and classify things. <p>Gather and collect and record data to help answer questions.</p> <p>Seasonal changes</p> <p><u>Working Scientifically Skills</u></p> <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. <p>To gather and record data to help in answering questions. To describe the simple physical properties of a variety of everyday materials</p>	<p>Animals including humans (On Safari)</p> <p><u>Working Scientifically Skills</u></p> <ul style="list-style-type: none"> Observing closely, using simple equipment To perform simple tests. <p>Use their observations and ideas to suggest answers to questions.</p> <p>Seasonal changes</p> <p><u>Working Scientifically Skills</u></p> <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. <p>To gather and record data to help in answering questions. To describe the simple physical properties of a variety of everyday materials</p>	<p>Seasonal changes</p> <p><u>Working Scientifically Skills</u></p> <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. <p>To gather and record data to help in answering questions. To describe the simple physical properties of a variety of everyday materials</p>
<p>Computing</p>	<p>Transition period for EYFS to Year 1:</p> <p>Using the laptops, logging on and switching off (art.16 – keeping things private)</p>	<p>Purple Mash</p> <p>Unit 1 – Online Safety (4 weeks)</p> <p>(art.12 – being taken seriously) (art.16 – keeping things private)</p>	<p>Purple Mash</p> <p>Unit 5 – Maze Explorers (3 weeks)</p> <p>(art.16 – keeping things private) (art.28 – right to an education)</p> <p>Unit 6 – Animated Story Books (lessons 1-3)</p>	<p>Purple Mash</p> <p>Unit 6 – Animated Story Books (lessons 4-5)</p> <p>(art.16 – keeping things private) (art.28 – right to an education) (art.17 – right to get information)</p> <p>Unit 7 – Coding (lessons 1-4)</p> <p>(art.16 – keeping things private)</p>	<p>Purple Mash</p> <p>Unit 7 – Coding (lessons 5-6)</p> <p>(art.16 – keeping things private) (art.28 – right to an education) (art.17 – right to get information)</p> <p>Unit 8 – Spreadsheets (3 weeks)</p> <p>(art.16 – keeping things private)</p>	<p>Purple Mash</p> <p>Unit 9 – Technology outside school (2 weeks)</p> <p>(art.12 – being taken seriously) (art.16 – keeping things private) (art.19 – protected from harm) (art.29 – teaching respect)</p>



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	<p>Using paint to create class characters (art.13 – find out information)</p> <p>Self-image and self-identity Online Bullying</p>	<p>(art.19 – protected from harm) (art. 29 – teaching respect) (art. 34 – sexual abuse) Unit 4 – Lego Builders (3 weeks) (art.16 – keepings things private) (art.28 – right to an education)</p> <p>Online reputation Managing online information Privacy and security Copyright and ownership</p>	<p>(art.16 – keepings things private) (art.28 – right to an education) (art.17 – right to get information) Safer Internet Day – 9th February Self-image and self-identity Online Relationships Online Reputation Privacy and Security Copyright and ownership</p>	<p>(art.28 – right to an education) (art.17 – right to get information)</p>	<p>(art.28 – right to an education) (art.17 – right to get information)</p>	<p>(art. 34 – sexual abuse)</p> <p><i>If any additional time: Unit 2 – grouping and sorting (2 weeks) Unit 3 – Pictograms (3 weeks)</i> (art.16 – keepings things private) (art.28 – right to an education) (art.17 – right to get information) Health, wellbeing and lifestyle</p>
PE	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Games and Athletics Send and Return Art 31 (leisure, play & culture) Article 15 (freedom of association) Develop sending skills with a variety of balls, using hand or bat. Track, intercept and stop a variety of objects. Apply skills to beat an opposition. Move towards a moving ball to return.</p>
RE	<p>Dispositions: Cultivating inclusion, identity and belonging / Being thankful</p> <p>Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and culture)</p>	<p>Dispositions: Being modest and listening to others / Expressing joy / Sharing and being generous</p> <p>Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups)</p>	<p>Dispositions: Being fair and just / Being accountable and living with Integrity</p> <p>Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and culture)</p>	<p>Dispositions: Being courageous and confident / Being loyal and steadfast</p> <p>Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and culture)</p>	<p>Dispositions: Remembering roots / Being hopeful and visionary</p> <p>Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups) Article 31 (leisure, play and culture)</p>	<p>Dispositions: Being curious and valuing knowledge / Being open, honest and truthful</p> <p>Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups)</p>



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		Article 31 (leisure, play and culture)			:	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: Unit 1: Introducing Basic Rights & Class Charters Unit 2: Family - Loving Unit 3: Homes – Home Life		First Steps to Rights: 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		First Steps to Rights: 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 protection from violence, abuse and neglect.	
Music	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. Article 13 (freedom of expression)	Christmas Presentation - Focus – learning Christmas carols and performing in front of an audience. Article 13 (freedom of expression)	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. Article 13 (freedom of expression)		Your Imagination – A song based on using your imagination. The Strands of Musical Learning in this Unit of Work relate to and progress towards the 'End of Key Stage Expectations (Musical Learning for the end of KS1) Article 13 (freedom of expression)	