



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
Enhancing Experience	Religious Educational visit to the Gurdwara.	Toy museum in Cannock Invite fire fighters/dentist/police officers/paramedic.	Local area walk.
TOPIC Geography	<p style="text-align: center;">What is it like here?</p> <p>Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p> <p style="text-align: center;">Article 13: I have the right to find out and share information.</p>	<p style="text-align: center;">What is the weather like in the UK?</p> <p>Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.</p> <p style="text-align: center;">Article 17: I have the right to get information in lots of ways, so long as its' safe.</p>	<p style="text-align: center;">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 style="text-align: center;">Article 13: I have the right to find out and share information</p>
TOPIC History	<p style="text-align: center;">How am I making history?</p> <p>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p> <p style="text-align: center;">Article 13: I have the right to find out and share information.</p>	<p style="text-align: center;">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 style="text-align: center;">Article 17: I have the right to get information in lots of ways, so long as its' safe.</p>	<p style="text-align: center;">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> <p style="text-align: center;">Article 13: I have the right to find out and share information</p>
	D/T: Free Standing Structure - Make a piece of playground equipment to make our area better for children.	D/T: Moving Pictures-levers and sliders (Linked to superheroes)	D/T: Eat more fruit and vegetables-Food Design and make a salad.



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)

Design and Technology	Art 31 (leisure, play & culture)				Art 31 (leisure, play & culture)				Art 24 (right to nutritious food)			
Art	Self Portraits Termly											
	Painting and Mixed Media Colour Splash Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns				Drawing Make your Mark Exploring mark-making and line; working and experimenting with different materials through observational and collaborative pieces.				Sculpture and 3D Paper Play Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.			
Cross Curricular English	Recount of trip to Gurdwara. Letter to EYFS teacher about what they are enjoying in Y1- History (living memory) Write a letter to head teacher about ideas for a new playground.				Interview with grandparents. UK holiday brochure Information text about the local area. Questions to ask people who help us.				Writing – write a weather report. Poster about how to stay safe in the sun. Instructions – how to make a fruit/vegetable salad. Fact file about an animal/place Recount of Local area			
Cross Curricular Maths	Statistics– pictograms- favourite playground equipment. Shapes – art and colour mixing link. Reading scales in science (thermometers)				Timeline in history – dates Measure – drawing lines of varying lengths. Reading scales in science (thermometers)				Money addition and subtraction Weighing fruit Weather charts. Reading scales in science (thermometers) 3D shapes - art			
Author Focus for RFP	Jill Murphy Tom Percival Oliver Jeffers Need to add a poet? Rotate half termly between classes						John Burningham Julia Donalson Judith Kerr Need to add a poet? Rotate half termly between classes					
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Non Fiction (3 wks)	Fiction (3 wks)	Non Fiction (3 wks)	Fiction (3 wks)	Poetry/ Description (2 wks)	Fiction (3 weeks)	Non Fiction (2 weeks)	Fiction (3 weeks)	Poetry/ Description (2 weeks)	Fiction (3 weeks)	Non Fiction (2 weeks)	Fiction (3 weeks)
English	Text <i>Could a Penguin Ride a Bike?</i> Genre Non-Chronological report	Text It's my Birthday Genre Journey	Text What do you do with a tail like this: Gervaise Phinn Genre	Text Don't Spill the Milk Genre Journey Tale	Text Noises Off Genre Poetry	Text Dear Mother Goose Genre Letter writing	Text The book of cars and trucks Genre Non-chronological report	Text Fatou, Fetch the Water Genre Patterned text	Text Zim Zam Zoom Genre Poetry	Text Augustus and his smile Genre Losing Tale	Text The slime book Genre Instructions	Text Daisy Doodle Genre Fantasy



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)

			Information text								
Maths	Number: Place Value (within 10) 5 wks Number: Addition and Subtraction (within 10) 5 wks Number: Place Value (within 20) (3 wks) Geometry: position and direction 1 wk			Number: Addition and Subtraction (within 20) 3 wks Rotating units (2 wks) Geometry: Shape Measurement: Length and Height Measurement: Weight and Volume		Number: Place Value (within 50) 3 wks Measurement : money 1 wk Rotating units (2 wks) Geometry: Shape Measurement: Length and Height Measurement: Weight and Volume		Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) 3 wks Fractions 3 wks		Number: Place Value (within 100) 2 wks Rotating units (2 wks) Geometry: Shape Measurement: Length and Height Measurement: Weight and Volume Time 2 wk	
Science	Seasonal changes			Everyday Materials		Sensitive Bodies		Introduction to Plants		Comparing animals	
	Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and our choices about outfits. They plan and carry out their own weather reports, considering the knowledge required for this job. Article 13 (find things out)			Identifying the difference between objects and materials, children explore their surroundings to find examples of each. They scientifically investigate the properties of materials and begin to sort and group materials by their properties. Pupils discover that some materials are a result of scientific experimentation and that some materials can be recycled to conserve resources. Article 13 (find things out)		Familiarising themselves with the basic parts of the human body, children investigate their senses through stimulating experiences that highlight how we interact with the world around us. They develop an understanding of the importance of our senses and how science can support those who have lost sensory function. Article 24 (health and health services)		Identifying the key features of a plant, children describe important structures and make comparisons between different plants. Pupils use investigative skills to record the growth of a plant over time and begin to reflect on factors that will affect its development. They begin to explore how plants are used by humans and grow their own herb garden. Article 13 (find things out)		Studying both local and global animals, children recognise common features and use this information to make comparisons and begin to classify animals. Pupils collect data by surveying class pets, to then explore ways in which this information can be recorded. They develop their understanding of classification by comparing the dietary habits of different animals and use their knowledge and imaginations to take on the role of a zookeeper. Article 13 (find things out)	
Observe seasonal changes across the four seasons											
Computing	Transition period for EYFS to Year 1:		<u>Purple Mash</u>	<u>Purple Mash</u>	<u>Purple Mash</u>	<u>Purple Mash</u>	<u>Purple Mash</u>	<u>Purple Mash</u>	<u>Purple Mash</u>	<u>Purple Mash</u>	<u>Purple Mash</u>
			Unit 1 – Online Safety (4 weeks)	1.6 – Animated Story Books (5 weeks)			Unit 1.5 – Maze Explorers (3 weeks)			Unit 1.7 – Coding (lessons 1-6)	



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)

	<p>Working on EYFS skills of computing</p> <p>Project Evolve Take Project Evolve quiz Self-Image and Identity: 2 lessons</p> <p style="color: #00AEEF;">Art 16 – keeping things private.</p>	<p>Project Evolve Anti-Bullying week Project Evolve Online Bullying: 1 lesson</p> <p style="color: #00AEEF;">Art 16 – keeping things private.</p>	<p style="color: #00AEEF;">Art.28 – right to an education</p> <p>Project Evolve 3 lessons for Project Evolve: Managing Online Information (3 lessons)</p> <p>Safer Internet Day – 9th February</p>	<p>Unit 1.9 – Technology outside school (2 weeks)</p> <p style="color: #00AEEF;">Art 28 – right to an education</p> <p>Project Evolve Online Relationships: 3 lessons</p> <p>Health, wellbeing and lifestyle (1 lesson)</p>	<p style="color: #00AEEF;">Art 28 – right to an education</p> <p>Project Evolve 3 lessons for Project Evolve</p> <p>Online Reputation: 2 lessons</p>	<p style="color: #00AEEF;">Art 28 – right to an education</p>
PE	<p style="text-align: center;">Gymnastics <u>Art 31 (leisure, play & culture)</u> Article 15 (freedom of association)</p> <p style="text-align: center;">Unit Focus</p> <p>Use simple gymnastic actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise the actions and link them.</p>	<p style="text-align: center;">Dance <u>Art 31 (leisure, play & culture)</u> Article 15 (freedom of association)</p> <p style="text-align: center;">Unit focus</p> <p>Respond to a range of stimuli. Explore space, direction, levels and speeds. Performing with different body parts.</p>	<p style="text-align: center;">Gymnastics <u>Art 31 (leisure, play & culture)</u> Article 15 (freedom of association)</p> <p style="text-align: center;">Unit Focus</p> <p>To show a range of recognised point balances. To introduce, turn, twist, rock, roll and link these. To perform unison simple canon and unison techniques.</p>	<p style="text-align: center;">Dance <u>Art 31 (leisure, play & culture)</u> Article 15 (freedom of association)</p> <p style="text-align: center;">Unit focus</p> <p>Able to build simple movement patterns from given actions. Compose a link actions to make simple movement phrases.</p>	<p style="text-align: center;">Games and Athletics <u>Run Jump Throw</u> <u>Art 31 (leisure, play & culture)</u> Article 15 (freedom of association)</p> <p style="text-align: center;">Unit Focus</p> <p>Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.</p>	<p style="text-align: center;">Games and Athletics <u>Send and Return</u> <u>Art 31 (leisure, play & culture)</u> Article 15 (freedom of association)</p> <p style="text-align: center;">Unit Focus</p> <p>Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.</p>
RE	<p>Autumn 1 Dispositions Cultivating inclusion, identity and belonging / Being thankful</p> <p style="color: #00AEEF;">Article 14 (freedom of thought, belief, and religion)</p>	<p>Autumn 2 Dispositions: Being modest and listening to others / Expressing</p> <p style="color: #00AEEF;">Article 14 (freedom of thought, belief, and religion)</p>	<p>Spring 1 Dispositions: Being Fair and Just</p> <p>Being accountable and living with integrity</p> <p style="color: #00AEEF;">Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups)</p>	<p>Spring 2 Dispositions: Being courageous and confident</p> <p>Being Loyal and steadfast</p> <p style="color: #00AEEF;">Article 14 (freedom of thought, belief, and religion)</p>	<p>Summer 1 Dispositions: Remembering roots</p> <p>Being hopeful and visionary.</p> <p style="color: #00AEEF;">Article 30 (children from minority, indigenous groups)</p>	<p>Summer 2 Dispositions: Being and curious and Valuing Knowledge</p> <p>Being Open Honest and Truth</p> <p style="color: #00AEEF;">Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups)</p>

Birmingham Agreed Syllabus (Sept 2022)



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)

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?
	My Happy Mind Meet your Brain Understanding my emotions Understanding others' emotions	My Happy Mind Celebrate Celebrating who I am Building self-esteem in others	My Happy Mind Appreciate Appreciate me Appreciating other	My Happy Mind Relate Building my relationships Relating to others	My Happy Mind Engage Pursuing my dreams Facilitating others' dreams	
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	<u>Autumn 1</u> Musical Themes Introducing Beat Social Theme How can we make friends when we sing together? Article 13 (freedom of expression)	<u>Autumn 2</u> Musical Theme Adding Rhythm and Pitch Christmas Presentation - Christmas carols teaching rhythm and pitch (performing in front of an audience.) Article 13 (freedom of expression)	<u>Spring 1</u> Musical Theme Introducing tempo & dynamics Social Theme How does music make the world a better place?	<u>Spring 2</u> Musical Theme Combining pulse, rhythm & pitch Social Theme How does music help us to understand our neighbours? Article 13 (freedom of expression)	<u>Summer 1</u> Musical Theme Having fun with improvisation Social Theme What songs can we sing to help us through the day?	<u>Summer 2</u> Musical Theme Explore sound & create a story Social Theme How does music connect us with the environment? Article 13 (freedom of expression)