



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	Local walk -playgrounds Theatre	Black Country Museum	Local area walk. Gurdwara
TOPIC Geography	What is it like here? 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. Article 13: I have the right to find out and share information.	What is the weather like in the UK? 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. Article 17: I have the right to get information in lots of ways, so long as its' safe.	How is life different in China? 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. Article 13: I have the right to find out and share information
TOPIC History	How am I making history? 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. Article 13: I have the right to find out and share information.	How have toys changed? 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. Article 17: I have the right to get information in lots of ways, so long as its' safe.	How have explorers changed the world? 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. 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 (Linked to superheroes) Art 31 (leisure, play & culture)	D/T: Eat more fruit and vegetables-Food Design and make a salad. Art 24 (right to nutritious food)



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Art	Self Portraits Termly											
	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.				Drawing Make your Mark Exploring mark-making and line; working and experimenting with different materials through observational and collaborative pieces.				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			
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 Tom Fletcher Kez Gray Author per half term rotated.											
	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)	Fiction (3 weeks)	Non-Fiction (2 weeks)



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English	Text <i>Could a Penguin Ride a Bike?</i> Genre Non-Chronological report	Text It's my Birthday Genre Journey	Text The Jolly Postman Christmas edition Genre Information text	Text Don't Spill the Milk Genre Journey Tale	Text Zim Zam Zoom Genre Poetry	Text Dear Mother Goose Genre Letter writing	Text The book of cars and trucks Genre Non-chronological report	Text On the way home Genre Patterned text	Text Zim Zam Zoom Genre Poetry	Text Augustus and his smile Genre Losing Tale	Text Daisy Doodle Genre Fantasy	Text The slime book Genre Instructions
Maths	Number: Place Value (within 10) 5 wks Number: Addition and Subtraction (within 10) 5 wks Geometry: shape 1 wk				N Number: Place Value (within 20) (3 wks) Number: Addition and Subtraction (within 20) 3 wks Number: Place Value (within 50) 2 wks Measurement: Length and Height (2 wks) Measurement: Weight and Volume (2 wks)				Number: Multiplication and Division 3 wks Fractions (2 wks) Geometry: Position and Direction Number: Place Value (within 100) 2 wks Measurement: money (1 wk) Time 2 wk			



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Science	Seasonal Changes	Everyday Materials	Sensitive Bodies	Animals: Comparing animals	Introduction to Plants	Making connections: Investigating science through stories
	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 clothing choices. They plan and carry out their own weather reports, considering the knowledge required for this job. Article 13 (find things out)	Identifying and naming objects and the materials from which they are made. Pupils compare and group materials based on how they look and feel and carry out tests to sort materials based on unobservable properties. Article 13 (find things out)	Identifying and naming body parts and conducting practical activities with the senses to spot patterns and answer questions. Article 24 (health and health services)	Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets. Article 13 (find things out)	Venturing outside, children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and sort leaves into groups based on appearance. Pupils investigate if beans need water for growth and identify edible plant parts. Article 13 (find things out)	Using picture books as inspiration, children broaden their understanding of plants and animals. They gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. They build waterproof animal homes with natural materials and sort birds according to their diet.
Observe seasonal changes across the four seasons						
Computing	Transition period for EYFS to Year 1: Working on EYFS skills of computing as part of provision Project Evolve Take Project Evolve quiz Self-Image and Identity: 5 lessons Art 16 – keeping things private.	Purple Mash Unit 1 – Online Safety (4 weeks) Project Evolve Anti-Bullying week Project Evolve Online Bullying: 1 lesson Art 16 – keeping things private.	Purple Mash 1.6 – Animated Story Books (5 weeks) Art.28 – right to an education Project Evolve 3 lessons for Project Evolve: Managing Online Information (3 lessons) Safer Internet Day – 9th February	Purple Mash Unit 1.9 – Technology outside school (2 weeks) Art 28 – right to an education Project Evolve Online Relationships: 3 lessons Health, wellbeing and lifestyle (1 lesson)	Purple Mash Unit 1.5 – Maze Explorers (3 weeks) Art 28 – right to an education Project Evolve 3 lessons for Project Evolve Online Reputation: 2 lessons	Purple Mash Unit 1.7 – Coding (lessons 1-6) Art 28 – right to an education
PE	Gymnastics Art 31 (leisure, play & culture) Article 15 (freedom of association)	Dance Art 31 (leisure, play & culture) Article 15 (freedom of association)	Gymnastics Art 31 (leisure, play & culture) Article 15 (freedom of association) Unit Focus	Dance Art 31 (leisure, play & culture) Article 15 (freedom of association)	Games and Athletics Run Jump Throw Art 31 (leisure, play & culture) Article 15 (freedom of association)	Games and Athletics Send and Return Art 31 (leisure, play & culture) Article 15 (freedom of association)



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	Unit Focus	Unit focus		Unit focus	Unit Focus	Unit Focus
	Use simple gymnastic actions and shapes. Apply basic strength to gymnastic actions. Begin to a carry apparatus. Recognise the actions and link them.	Respond to a range of stimuli. Explore space, direction, levels and speeds. Performing with different body parts.	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.	Able to build simple movement patterns from given actions. Compose a link actions to make simple movement phrases.	Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.	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.
RE	Autumn 1 How did the world begin? Article 14 (freedom of thought, belief, and religion)	Autumn 2 What do some people believe God looks like? Article 14 (freedom of thought, belief, and religion)	Spring 1 What's God's job? Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups)	Spring 2 Why should we care for the world? Article 14 (freedom of thought, belief, and religion)	Summer 1 How do we know new babies are special? Article 30 (children from minority, indigenous groups) :	Summer 2 Why should we care for others? Article 14 (freedom of thought, belief, and religion) Article 30 (children from minority, indigenous groups)
PSHE	Family and Relationships Setting ground rules for PHSE & RSE lessons Article 2 (non-discrimination)	Health and Wellbeing Article 24 (health and health services)	Safety and Changing body	Citizenship	Economic Wellbeing	
	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.	



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Music	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Pulse and rhythm (Theme: My Favourite Things) Children explore keeping the pulse together through music and movement, by exploring their favourite things. Article 13 (freedom of expression)	Tempo (Theme: Snail and mouse) Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow. Christmas Performance (performing in front of an audience.) Article 13 (freedom of expression)	Dynamics (Theme: Seaside) Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.	Sound patterns (Theme: Fairytales) Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale. Article 13 (freedom of expression)	Pitch (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune to represent a superhero.	Musical Symbols (Theme: Under the sea) Children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds. Article 13 (freedom of expression)