

YEAR 1 CURRICULUM MAP

English Curriculum	Autumn	Spring	Summer
Reading	Foci: Reading Fluency (through phonics) Comprehension - overall text, word level and retrieval	Foci: Reading Fluency (through phonics) Comprehension - overall text, word level and retrieval	Foci: Reading Fluency (through phonics) Comprehension - overall text, word level and retrieval
Writing	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry	Fiction Non-fiction Poetry
Spelling, punctuation and Grammar	GP: All key skills noted in appendix 2 for year 1 Sp: All key rules noted in appendix 1 for year 1/2	GP: All key skills noted in appendix 2 for year 1 Sp: All key rules noted in appendix 1 for year 1/2	GP: All key skills noted in appendix 2 for year 1 Sp: All key rules noted in appendix 1 for year 1/2
Speaking and Listening	All 12 statements set out in NC for year 1	All 12 statements set out in NC for year 1	All 12 statements set out in NC for year 1
Maths	Autumn Numbers to 10 Part-whole within 10 Addition and Subtraction within 10 2D and 3D shapes Numbers to 20	Spring Addition within 20 Subtraction within 20 Numbers to 50 Introducing length and height Introducing weight and volume	Summer Multiplication Division Halves and quarters Position and Direction Numbers to 100 Time Money

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name:	Homes in the past	Our local area	Significant people – Florence Nightingale and Mary Seacole	The UK and its capital cities	Significant people – Grace Darling	The seaside
Visits/Visitors:	Beamish museum	Local area walk Visits from people who have lived here a long time Garden Centre Allotments	Visitor dressed as one of the women	Invite Parents to a UK Day in School Irish, English, Scottish and Welsh visitors	Grace Darling Museum – Bamburgh St. Mary’s Lighthouse	The seaside – South Shields, Cullercoats, Tynemouth?
Class book:	The Three Little pigs Hansel and Gretel Building Boy	The Gruffalo Superworm The Scarecrow’s Wedding		The Queens Knickers No such thing as a Nessie The Great dinosaur hunt Don’t worry little crab	The lighthouse keeper’s lunch The lighthouse cat Grace Darling	Billy’s bucket Steven Seagull – action hero Shouty Arthur at the seaside

Writing Opportunities:		Instructions Narrative Diary	Poetry Description Informal Letter Review	Poetry Narrative Description Review	Diary Informal Letter Instructions	Review Diary Instructions Poetry	Narrative Description Informal Letter
Math links:		2D shapes – houses Data Handling – types of houses Doubling – building houses	Direction – compass points Positional language – forwards, backwards, in front of, behind etc Number/shape walk in local area	Sequencing key events Time - timeline Capacity – which boat can hold the most liquid	Position and Direction – compass points N, S, E, W Symmetry flags		Money – seaside shop Estimating/counting shells
Science:		<p>Working scientifically in all topics across the year.</p> <p>Seasons:</p> <ul style="list-style-type: none"> -Observe changes across the 4 seasons -Observe and describe weather associated with the 4 seasons and how day length varies. 					
		<p>Animals including humans:</p> <ul style="list-style-type: none"> -Identify, name, draw and label basic parts of the human body. -Relate parts of the body to the 5 senses 	<p>Animals including humans:</p> <ul style="list-style-type: none"> -identify and name common animals (fish, birds, reptiles, amphibians, mammals) -Identify and name carnivores, herbivores and omnivores 	<p>Materials:</p> <ul style="list-style-type: none"> -Distinguish between and object and the material it is made from. -Identify and name everyday materials -Describe simple physical properties of everyday materials and compare them 	<p>Plants:</p> <ul style="list-style-type: none"> -Name common wild and garden plants including trees. -Identify the basic structure of common flowering plants. 	<p>Forces:</p> <ul style="list-style-type: none"> -Recognise a push or a pull as a force needed to move an object. -Recognise that a force can be bigger or smaller and acts in a particular direction. -Explore how to push objects further with more force. -Explore how to push/pull heavier objects with more force. 	<p>Light:</p> <ul style="list-style-type: none"> -Observe the apparent movement of the sun during the day -Observe light coming from a light source. Observe light being blocked by an object to create a shadow. -Investigate how to make a place lighter and darker. -Know light and dark safety.
Computing:	Digital Literacy	What rules are there when online? How can I stay safe online?	What is a password? How can I keep my password safe?	What is personal information? How can I keep personal information safe? What information should I share online?	What do I do if I see something worrying online? Who can I talk to if I have worries online?	Why is it important to be kind online? What should I do if someone is unkind online?	What is an age appropriate website? What should I do if I think a website is not age appropriate?
	Computer Science	Can I give instructions to my friend and follow their instructions to move around? Can I use the word 'algorithm'? Can I use the	Can I describe what happens when I press buttons on a Beebot? Can I press the buttons in the correct order to make my robot do what I want? Can I use the word	Can I predict what will happen with a short sequence of instructions? Can I begin to use software/apps to create movement and patterns on a screen?			

		Beebot app independently?	debug when I Correct programming errors?	Can I move a sprite on Scratch Junior?			
	ICT				Can I collect information such as photos, video and sound? (photography)	Can I use the keyboard or a word bank on my device to enter text? Can I save information in a special place and retrieve it again? (Microsoft Word)	Can I use links to websites to retrieve information online? Can I recognise the ways we use technology in our classroom? Can I recognise ways that technology is used in my home and community?
History:		Changes – within living memory -look at homes from the past -compare old and new homes -learn about the different types of home -learn some items used in the home in the past and compare to modern day		Significant people -who were Florence Nightingale and Mary Seacole? -when did they live? -why are they significant? -Do people help in this way now?		Significant people -who was Grace Darling? -what did she do to help others? - When and where did she live? -what was her life like?	
Geography: (Skills and fieldwork throughout year – maps, atlases and globes)			Location and place knowledge – -name the 4 countries of the UK -Identify them on a map of the UK -name the 4 capital cities -learn the flags of the 4 countries and the union jack		Geographical skills and fieldwork – my school/my home -identify their own home on a map -draw their own maps including a simple key -use 4 compass points -use maps and aerial photographs to identify home and school		Location and place knowledge – -name the seas and oceans around the UK -name parts of the seaside, e.g. dunes, coastline, rockpools, cliff, lighthouse, port, harbor, etc -describe the weather at different times of the year at the seaside -identify ways to stay safe at the seaside
DT:		Design and make some biscuits.	Salt dough plaques, design and make using	Structure – make a lighthouse	Control - moving picture famous	Cooking and nutrition – Making bread	Nutrition – edible plants

		leaf prints.		landmarks		
Art:	Create sketchbooks to record observations					
	Discovering charcoal Drawing like a caveman [Access Arts]	Wax resist Autumn drawing – Squiggle, drawing and Autumn floor drawing. [Access arts]	Drawing spirals’ Drawing spiral snails [Access Arts] Drawing	Drawing feathers Making sculptural birds [Access Arts] John Ruskin-artist Drawing	Plasticine print making [Access Arts] Print making	Making magic spells [Access Arts] mark making, exploring materials
Music:	Experiment with sounds and beat using a range of instruments and objects	Using their voices expressively and creatively by singing songs (animal theme)	Experiment with and combine sounds using a range of musical equipment (link to work on seasons)	Listen to the National anthems of the UK cities	Using their voices expressively and creatively by singing songs	Listen with concentration and understanding to a range of high-quality live and recorded music (seaside theme)
P.E:	Multi-sports/games	Football	Gymnastics	Games	Cricket/multi-sports	Athletics
R.E:	Theme Creation Story Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme Christmas Story Key Question: What gift would I have given Jesus if he was from my town? Religion: Christianity	Theme Christmas Story Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme Christmas Story Key Question: Why was Jesus welcomed like a King on Palm Sunday? Religion: Christianity	Theme Christmas Story Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme Christmas Story Key Question: Does celebrating Chanukah make Jewish children feel closer to God? Religion: Judaism
MFL:	All About Me		Daily Routine and Jobs		My Town, Travel and Tourism	
Homework opportunities:	Design a room in a shoebox	Research facts about family/past	Make a lighthouse	Add Landmarks to a map of the River Thames	Create a poster about one of the women	Write a postcard from the beach
Outdoor Learning:	Den building Forest bathing – use senses to identify surroundings	Local area walk Pond dipping Bird/nature watching	Beach schools – land art Materials scavenger hunt	Woodland walk Leaf collecting/tree identification		Visit to the park (pushes and pulls)

