



Curriculum Map Year 1



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|--|---|---|--|---|---|
| Humanities Topic | Seasons (this runs throughout the year) <i>What are the seasons?</i> | | | | | |
| | Toys <i>How have toys changed?</i> | | Our World (continents and oceans) <i>What and where are the continents and oceans?</i> | The First Flight and Bessie Colman <i>What is so great about Bessie Colman?</i> | Brilliant Britain <i>What is the United Kingdom?</i> | |
| Core Texts | Ruby's Worry Astro Girl Little Boat Ravi's Roar | Stickman | Gorilla | Wild | Nimesh the Adventurer | The Extraordinary Gardener |
| Writing Units | Narrative retelling Setting description Diary writing Trip Recount Poetry (shape) Non-Chronological report | | Writing in role Postcard writing Letter of advice Narrative retelling Diary writing Film review Character description Instructional writing | | Persuasive letter Trip recount Postcard writing Setting description Character description Diary writing | |
| Mathematics | Unit 1: Numbers to 10 Unit 2: Addition and subtraction within 10 Unit 3: Shape and patterns | Unit 4: Numbers to 20 Unit 5: Addition and subtraction within 20 | Unit 6: Time Unit 7: Exploring calculation strategies within 20 Unit 8: Numbers to 50 | Unit 9: Addition and subtraction within 20 (comparison) Unit 10: Fractions Unit 11: Measures: Length and mass | Unit 12: Numbers 50 to 100 and beyond Unit 13: Addition and subtraction (applying strategies) Unit 14: Money | Unit 15: Multiplication and division: 3 and 4 Unit 16: Measures: Capacity and volume |
| Science | Biology Animals including Humans <i>The Five senses and me</i> | Physics Seasonal Change <i>Our changing Earth</i> | Chemistry Use of everyday materials <i>Describing and Grouping</i> | Biology Animals including humans <i>The Animal Kingdoms</i> | Biology Plants <i>Common British Plants</i> | Consolidation |
| PE | Basics Fundamental movements and skills (recap the ABCs) Effort Physical Ability | Athletics Technique Effort Confidence | Gymnastics Feedback Analysis Technique | Invasion Skills Resilience Physical Ability Confidence | Striking and Fielding Skills (Cricket) Technique Confidence Rules Sports Day Prep: rules, confidence | Multi Skills – master throwing and catching Coordination Agility |

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|-------------------|---|---|---|---|--|---|
| Computing | Continuous provision | Computing Systems and networks: Technology around us | Creating media-Digital painting | Programming A - moving a robot | Data and information: Grouping data | Creating Media: Digital writing |
| RE | Harvest Why should we be grateful for our food, how Christians and Jews celebrate | How and why do Christians celebrate Christmas What is the Christian story about Jesus' birth and how do Christians describe Jesus | Who are the Muslims in our community? Describe the 5 pillars, discuss why Allah is important to Muslims | What does Divali teach Hindus about good and evil What can we learn from the story of Rama and Sita | What is important to Jews What do Jews believe and how do they practise their beliefs | Academy decided unit |
| Music | <i>Music in continuous provision as transition from EYFS</i> | Hey You! Pupils learn how pulse, rhythm and pitch work together | Rhythm in the way we walk and The Banana Rap Pupils learn how to be in time with different styles of music | In the Groove Pulse, rhythm and pitch in different styles of music | Round and Round Bossa Nova | Your Imagination Pop Music |
| PSHE | <ul style="list-style-type: none"> Our PRIDE values What rules are and how they make us feel A right to safety | <ul style="list-style-type: none"> Roles of different people Families Feeling cared for Kind and unkind actions | <ul style="list-style-type: none"> How behaviour affects others Being polite and respectful | Strengths and interests Jobs in the community | <ul style="list-style-type: none"> Healthy Eating Hygiene Routines Sun Safety | <ul style="list-style-type: none"> Recognising what makes them unique and special Feelings and managing when things go wrong Naming body parts |
| Art and DT | Painting: <i>Introduction to painting – Yayoi Kusama</i> (Introduction how to paint – using a brush, mixing paint, colour theory) End outcome: Yayoi Kusama inspired still life | | Drawing: <i>Introduction to Drawing – Elizabeth Blackwell</i> (Introduction to drawing – exploring drawing mediums) End outcome: multiple different sketches in different mediums, line drawing of flower with chalk and glue | | Sculpture: <i>Tile Art – Islamic tile art</i> (Introduction to clay – slab making, scoring, impressions, simple joins) End outcome: 4 tiles, inspired by the 4 seasons | |
| Spanish | Hola, ¿que tal estas? Greetings Name and wellbeing Age Introduction to Spanish meeting: Days of the week and months of the year | | ¿ Que forma es? Shapes and Colours | | Mi cuerpo Body parts | |