



## Year 1 Curriculum Map 2024/2025

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Prime Areas of learning (EYFS)</b>	<b>Communication and Language</b> <b>Physical Development</b> <b>Personal, Social, Emotional Development</b>		
<b>English</b>	<p><b>Julia Donaldson</b>            Sharing a Shell            Room on the Broom            The Snail and the Whale            What the Ladybird Heard            The Smeds and The Smoos            Jonty Gentoo            Stick Man</p> <p><b>Non-Fiction</b>            Instruction</p> <p><b>Poetry</b>            Christmas / season poems</p> <p><b>Christmas Story</b>            Linked to RE            Christmas performance</p> <p><b>Phonics</b>            Sounds Write – extended code unit 1 - 9            Year 1 Common exception words</p>	<p><b>Fantasy – Dragons, Knights and Castles</b>            The Egg            Tell Me a Dragon            George and the Dragon            The Kings Hats</p> <p><b>Non-Fiction</b>            Report writing about pets            How to look after a dog            Life Cycle tadpole to frog</p> <p><b>Poetry</b>            Michael Rosen</p> <p><b>Phonics</b>            Sounds Write – extended code unit 10 - 18            Year 1 Common exception words</p>	<p><b>Traditional Tales/Non-Fiction focus</b>            The Papaya that Spoke            The Runaway Chapatti            The Gingerbread Man            Little Red Riding Hood            The Wolf's Story            The Three Little Pigs            The Three Little Wolves            Jim and the Beanstalk</p> <p>Trip to Hardwick Park – Traditional Tale Focus</p> <p><b>Non-fiction</b>            Instructions – how to get ready for Y2</p> <p><b>Poetry</b>            Green Giant            My Neighbour's Dog</p> <p><b>Play scripts</b>            Class assemblies and Year assembly</p> <p><b>Phonics</b>            Sounds Write – extended code unit 18 -26            Year 1 Common exception words</p>
<b>Maths</b>	<p><b>Number</b>            Counting in 1s to 20</p>	<p><b>Number</b>            Counting in 10s, 2s</p>	<p><b>Number</b>            Counting in 2s, 5s, 10s</p>

	<p>Counting in 10s Counting up / down from a given number Comparing and ordering numbers to 20 and beyond Mental Calculation to find 1 more/less, Simple subtraction Simple addition Problem Solving - practical / Real Life / Pictorial Missing number sequences</p> <p><b>Shape, space, measure</b> Identifying 2D Shapes and their properties Recognising Fractions of shapes – halves / whole Height – measuring and comparing / ordering / cms Length - measuring and comparing / ordering /cms Sequencing times of the day Days of the week / month / year / seasons</p>	<p>Identifying odd and even numbers Reading and writing numbers to 100 Understanding Place Value using partitioning Problem Solving - identifying patterns Number Bonds - pairs to 10 / represent in different ways – coins, weight etc Fact families / Inverse Written Methods for addition and subtraction including adding 3 numbers Missing number i.e. <math>3 + \_ = 8</math> Reading and Writing numbers up to 100 Doubling and halving</p> <p><b>Shape, space, measure</b> Identifying 2D and 3D Shapes and their properties Fractions of shape Money - recognise and identify coins Weight – measuring and comparing</p>	<p>Recognising multiples of 2, 5 and 10 Problem solving – selecting a method Number bonds to 20 10 more/less Partitioning/ Strategies for adding/subtracting tens then ones Multiplication and Division facts using arrays Sharing / grouping Balancing sums</p> <p><b>Shape, space, measure</b> Language of position, direction and movement (computing) Recognising halves and quarters Calculating halves and quarters of quantities Measuring recap – comparing / recording Telling the Time to O'clock / Half Past / quarter past Recap 2D / 3D shapes Money - Identifying and recognising coins</p>
<b>Science</b>	<p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>- Distinguish between an object and the material from which it is made.</li> <li>- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>- Describe the simple physical properties of a variety of everyday materials.</li> <li>- Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>
	<p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>- Regularly revisit this across the year</li> <li>- Observe changes across the four seasons</li> <li>- Observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><b><u>Inc planting some bulbs to look at in spring – changes and plants</u></b></p>		

<b>Humanities (History and Geography)</b>	<p><b>Did the Great Fire of London have a positive impact?</b></p> <ul style="list-style-type: none"> <li>- Fire in Whinney Banks/</li> <li>- London now and then</li> <li>- Samuel Pepys</li> <li>- Events of the Great Fire of London – timeline</li> <li>- Now Press Play experience</li> </ul> <p><b>Where do I live?</b> Local Geography – studying our school ground. directions, compass work.</p> <ul style="list-style-type: none"> <li>- Identify UK on map</li> <li>- Identify Middlesbrough on map</li> <li>- Look at ariel photos of Whinney Banks</li> <li>- Playground study – fieldwork – How can we improve our playground?</li> </ul>	<p><b>How did Florence Nightingale and Mary Seacole improve hospitals today?</b></p> <ul style="list-style-type: none"> <li>- Florence Nightingale and Mary Seacole are hospital heroes from the past.</li> <li>- The role of a nurse past and present</li> <li>- The life of Florence Nightingale and Mary Seacole</li> <li>- Their impact on life today</li> </ul> <p><b>Would you like to live in Antarctica?</b></p> <ul style="list-style-type: none"> <li>- Places around the World</li> <li>- Desert, Antarctic, Arctic – Polar Regions.</li> <li>- Animals</li> <li>- Clothing</li> <li>- Homes</li> <li>- Plants</li> <li>- Explorers – Frank Wild</li> </ul>	<p><b>What struggles have Tim Peake and Frank Wild overcome?</b></p> <ul style="list-style-type: none"> <li>- Life in space</li> <li>- Key missions</li> <li>- Where did Tim Peake go?</li> <li>- A day in the life of Tim Peake</li> <li>- Comparison</li> </ul> <p><b>How is Middlesbrough different to New Delhi?</b></p> <ul style="list-style-type: none"> <li>- Middlesbrough Landmarks</li> <li>- What is it like in India?</li> <li>- Human and physical features</li> <li>- Similarities and differences</li> <li>- New Delhi Landmarks</li> <li>- Map work</li> </ul> <p>Simple field work studying the geography of our school – Link to trip to Hardwick Park</p>
<p>Identifying places on a map – UK, countries, capital cities and seas Weather – link to science Seasonal changes.</p>			
<b>RE</b>	<p><b>What does it mean to belong to a faith community?</b> <b>Myself and belonging</b> Similarities and difference between people Belonging to different groups – community, school, family etc Harvest Festival – link to autumn Donation to local foodbank Christmas</p>	<p><b>Who is a Christian and what do they believe?</b> <b>Christianity</b> Bible Stories: - Noah’s Ark - Loaves and fishes - St Martin – relate to local church - Being good Samaritans - Easter</p> <p><b>Other celebrations</b> Eid Chinese New Year</p>	<p><b>How and why do we celebrate special and sacred times?</b> <b>Special people/ Special places</b> Baptism – visit to church Features of a church and what they mean Celebrations</p>
<b>PSHE</b>	<p><b>Health and self-care</b> Managing own personal needs Hand washing</p>	<p><b>Emotion, Health and Well Being</b> The 5 B’s – how to be a resilient learner Getting on and falling out</p>	<p><b>Emotion, Health and Well Being</b> Being a good friend Being kind</p>

	<p>First aid Toothbrushing <b>Growth Mindset / Well-being</b> New Beginnings – rules and expectations Getting to know you Emotional well-being SRE – Lucinda and Godfrey Body parts (Science link)</p>	<p>Empathy Dilemmas – exploring different solutions Drug awareness – household safety  Children’s mental health week</p>	<p>Transition to Y2  Economic Well Being – saving/earning money</p>	
<p><b>School Values</b> - Be Brave, Be Proud, Be Strong, Be Kind, Aim High <b>British Values</b> <b>Zones of Regulation</b></p>				
<b>Art</b>	<p><b>Self portraits</b> Van Gough / David Hockney/ Frida Kahlo Pencil drawing Observational drawing Colour mixing Using a range of materials</p>		<p><b>Sculpture</b> Andy Goldsworthy / Yayoi Kusama Explore local sculptures and a range of different Sculptors  Create own abstract sculptures using clay</p>	<p><b>Investigating materials</b> (Linked to science) Annie Albers Exploring materials for art/sculpture Experimenting with techniques Weaving and sewing</p>
<b>DT</b>		<p><b>Moving pictures</b> Research pop up books and mechanisms Sliders, pivots, hinges and flaps Select skill to make own Christmas card</p>	<p><b>Food</b> Fruit Smoothies Where does food come from? Research fruit smoothies Design own smoothie - choose ingredients Link to healthy eating Skills to prepare and make fruit smoothie - Peeling - Chopping - Slicing - Grating - Evaluate own fruit smoothie</p>	<p><b>Wooden Models</b> Research types of models Look at materials (linked to science/art) Skills / safety for using tools Deign and make own model Evaluate end product</p>
<b>Music</b>	<p><b>Singing skills</b> Simple songs and singing games – keeping a beat and copying rhythm</p>	<p><b>Untuned percussion</b> Exploring pulse and rhythm (drumming) Performing rhythms based on familiar songs</p>	<p><b>Tuned percussion</b> Playing Boom Whackers Playing familiar songs and rhythms</p>	

		Composing own rhythms Experimenting with different sounds Graphic score	Introduce notation of crotchet and quaver
	<b>Vivaldi's Four Seasons</b>		
<b>Computing</b>	<b>Text and Graphics</b> Logging on skills Opening programmes Basic keyboard skills Simple word processing using Microsoft Word Creating a list  <b>Online safety</b> – Now Press Play	<b>Media Project</b> Using a digital camera to take a good photo and upload Use google to find images Use iPad apps Use 2publish to make a simple leaflet  <b>Data Handling</b> (linked to maths) Tally/Pictogram/Block (Maths unit- 2simple 2count 2simple 2graph)  <b>Online safety</b>	<b>Coding</b> Control Beebots Following instructions/directions  Coding using Purple Mash Creating and debugging own code  <b>Online safety</b>
<b>PE</b>	<b>Gross and fine motor skills – throughout the year</b>  <b>Gymnastics</b> Stretching Positions Rolls Performing a routine  <b>Games Skills: Ball skills</b> • Throwing • Catching	<b>Dance</b> Genres of dance Warming up Creating own dance moves Learning a routine Performing to an audience as a team  <b>Games Skills</b> Hopping and Skipping	<b>Athletics/Games</b> Ball skills Jumping events Team events Circuit training Running – fitness and stamina  <b>Orienteering</b> Outdoor learning  Sports Week