

Year 1 Curriculum Map 2024-2025

Autumn	Spring	Summer
<p>English The Storm Whale Lost and Found -fictional story Nibbles -Diary entries</p>	<p>English The Lion Inside The Curious Tale of the Missing Mammoth Beegu</p>	<p>English Toys in Space Goldilocks and the just one bear</p>
<p>Maths Place Value to 10 Addition and Subtraction to 10 Shape Place Value to 11-20</p>	<p>Maths Addition and Subtraction within 20 Place Value to 50 Length and Height Weight and Volume</p>	<p>Maths Multiplication Fractions Position and Direction Place Value to 100 Money</p>
<p>Science <u>Animals including Humans</u> -Identify, name, draw and label the basic parts of the human body and which part of the body is associated with each sense. -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. -Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals) <u>Seasonal Change</u></p>	<p>Science <u>Materials</u> -distinguish between an object and the material from which it is made. -identify and name a variety of everyday materials -describe the simple physical properties of a variety of everyday materials -compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>Seasonal Change</u></p>	<p>Science <u>Plants</u> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Identify and describe the basic structure of a variety of common flowering plants, including trees <u>Seasonal Change</u> - Observe changes across the four seasons. Identify the characteristics</p>

<p>- Observe changes across the four seasons. Identify the characteristics of each season and describe the weather associated with the seasons and how the day length change.</p> <p><u>Working Scientifically</u> -observe changes over time -identification and classification of animals -performing simple tests Gathering and recording data</p>	<p>- Observe changes across the four seasons. Identify the characteristics of each season and describe the weather associated with the seasons and how the day length change.</p> <p><u>Working Scientifically</u> -observe changes over time -carry out simple comparative tests using different materials -identification and classification of materials and their properties -Gathering and recording data</p> <p>Forest Schools - naming common birds. Savannah habitats linked to the Lion Inside</p>	<p>of each season and describe the weather associated with the seasons and how the day length change.</p> <p><u>Working Scientifically</u> -observe changes over time - identification and classification of trees and flowers -gathering and recording data- bean growth</p>
<p>Geography-</p> <p>Our Local Area - Hartford</p> <ul style="list-style-type: none"> • I know that Hartford is a village, where my school is located. • I know and can identify two landmarks of Harford. • I know my own address. • I can use a simple map to find key features. • I can say what I see on the journey to school. <p>I can name items near and far from my school/home.</p>	<p>Geography</p> <p>Wonderful Weather</p> <ul style="list-style-type: none"> • I know all 4 seasons. • I can name 2 features of each season • I can recognise and talk about the weather • I understand that the weather changes across the UK • I understand the basic weather symbols • I can collect data about weather and season change • I can name N, S, E and W on a compass 	<p>Geography</p> <p>The UK</p> <ul style="list-style-type: none"> • I know the UK is made up of 4 countries and can name them. • I know characteristics of each of the 4 countries. • I can name 4 capital cities of the 4 countries that make up the UK. • I know the names of the 3 seas that surround the UK. • I can locate physical features on a map (mountain, lake, island, forest and beach)

<p>History</p> <p>My Family History - What was childhood like for our grandparents?</p> <ul style="list-style-type: none"> • • I know how to order events in my life so far. • I can ask questions about the past to find out the answers. • I can explain how my childhood is different to my grandparents. <p>I can explain how my home is different to my grandparents.</p>	<p>History</p> <p>Flight - How did the first flight change the world?</p> <ul style="list-style-type: none"> • I know that the Wright Brothers flew the first aeroplane in 1901. • I know what the first aeroplane looked like. • I know how aeroplanes have changed the way we can travel today. <p>I know how aeroplanes have changed over time.</p>	<p>History</p> <p>Holidays - How have holidays changed over time?</p> <ul style="list-style-type: none"> • I know that most people went on holiday in Great Britain in the 1950s. • I know that people largely travelled by coach or train. • I know people started to be able to go on holiday because they were paid more at work. <p>Most people went on a seaside holidays in the 1950s.</p>
<p>Art</p> <p>Drawing faces - portraits Anatomy - drawing pictures of themselves for topic book cover. Drawing autumn leaves Drawing poppies - soft pastels</p> <p><u>Spirals unit:</u></p> <ul style="list-style-type: none"> • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Art</p> <p>Clay - Bog Baby - Sculpture (Forest Schools) Line Drawing - Spring Flowers Artist - Andy Goldsworthy - Art using natural materials Collage - Mother's Day Cards</p> <p><u>Exploring watercolour unit:</u></p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Art</p> <p>Seaside pictures on the beach using loose parts</p> <p><u>Flora and Fauna unit:</u></p> <ul style="list-style-type: none"> • use a range of materials creatively to design and make products • use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

<p>DT Design and Make models of playground equipment</p>	<p>DT Moving Pictures- The Lion inside Planting seeds</p>	<p>DT Preparing fruits and vegetables Understand and use basic principles of a healthy and varied diet to prepare dishes, including chopping, snipping, juicing, peeling and grating. Also learning about healthy eating and how fruit and vegetables are part of The eatwell plate.</p>
<p>RE What does it mean to belong? Why is Christmas celebrated by Christians?</p>	<p>RE What do Muslims believe about Allah and Muhammad Easter and surprises Visit to St John's Church</p>	<p>RE How do people with different and similar worldviews believe the world began and how should we look after it? How do Muslims express new beginnings?</p>
<p>Music- Keep the Pulse Sound Patterns</p>	<p>Music Pitch</p>	<p>Music- Musical Symbols</p>
<p>PE Send and Return 1 Attack and Defend Gymnastics Dance- The Nutcracker</p>	<p>PE Gymnastics and Dance- linked to BBC ten pieces Attack, Defend, Shoot 2 Hit, catch, run 1</p>	<p>PE Run,jump, throw 1 Hit, catch , run, 2 Send and return 2 Run, jump, throw 2</p>
<p>Computing Exploring Technology around us. Using a trackpad Developing mouse skills Using and developing keyboard skills Using a computer responsibly Using computers to paint including making shapes and lines. Comparing digital art forms.</p>	<p>Computing Exploring the keyboard to add and remove text. Exploring the toolbar. Comparing pencils and computers. Labeling and matching data. Using computers to make and compare groups.</p>	<p>Computing Programming animations using Scratch Jnr</p>
<p>SMSC</p>	<p>SMSC</p>	<p>SMSC</p>

<p>Taking care of our local environment - classroom, school and Hartford Park Study of Mae Jemison- first African American woman in space- Black History Month No Outsiders Unit - We are all different- Elmer the elephant -Ten Little Pirates Remembrance Day</p>	<p>No Outsiders Unit Looking after the environment Conservation- Forest Schools Bog Baby - being truthful No Outsiders - My Grandpa is Amazing -My World, your World</p>	<p>SRE - Year 1 lessons No Outsiders - That's not how you do it.</p>
<p>PSHE Respect our classroom environment. What is the same and different about us? What makes us all special?- What do you like/dislike? What are you good at? Who is special to us? Families - who is in your family and what do you enjoy doing? -what do they do to make you feel cared for? Introduce 'respect' responsibility, aspiration and pride. Focus on 'respect'- saying please/thank you Friendship qualities - being kind/unkind</p>	<p>PSHE Develop understanding of 'respect' responsibility, aspiration and pride Understand that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people <ul style="list-style-type: none"> • who can help them in different places and situations; how to attract someone's attention or ask for help;what to say • how to respond safely to adults they don'tknow • what to do if they feel unsafe or worried for themselves or others; and the </p>	<p>PSHE What helps us to stay healthy? Healthy Eating - (DT link) Sports Week Transition to Year 2 What can we do with money?(Maths link) Care for our coastal environments- beach visit</p>

<p>Bonfire Night safety Internet safety</p>	<p>importance of keeping on asking for support until they are heard <ul style="list-style-type: none"> • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say <p>Vets (Science Week) - caring for pets</p> <p>PCSO visit - stranger danger. Who would you ask for help if you were lost?</p> <p>Internet Safety Day</p> <p><i>How can we look after each other and the world</i> - Respect our local environment- Forest schools Recycling</p> </p>	
<p>Visits Walk to Hartford Park Reasheath Zoo</p>	<p>Visits Visit to Methodist Church (TBC)</p>	<p>Visits Visit to Thurstaston Beach</p>
<p>Spanish Me and You- Greetings, songs and counting Autumn Time and simple language- family, bonfire night and Feliz Navidad</p>	<p>Spanish Animals, songs and rhymes - animal magic and epiphany Nouns, actions and nature- Colour's and Mother's day</p>	<p>Spanish All at Sea- weather and summer sunshine Exploring stories and song- sea creatutes</p>