
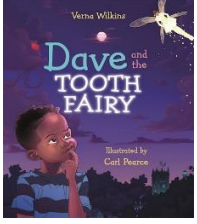
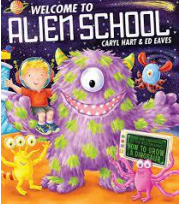
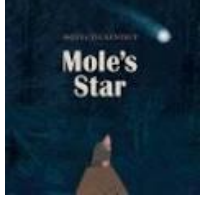
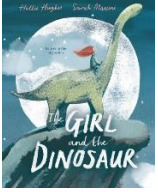
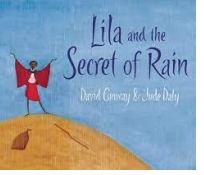
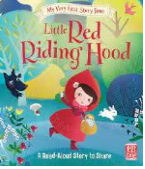

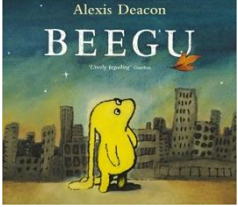
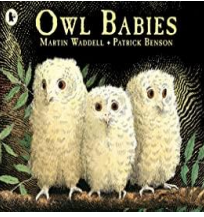
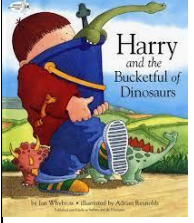
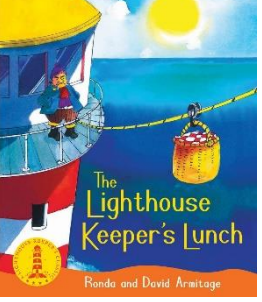


Year 1 Curriculum Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2									
Topic	Me, you and the world		Reach for the Stars	Springing into life	Road to Extinction	We're All Going on a Summer Holiday									
Class Text: Reading for Pleasure	The Smile Shop by Satoshi Kitamura 	Dave and the Tooth Fairy by Verna Wilkins 	Welcome to Alien School by Caryl Hart and Ed Eaves  		The Girl and the Dinosaur by Hollie Hughes and Sarah Massini 	Lila and the Secret of Rain by Dave Conway – 									
Key texts	 <p>Little Red Riding Hood</p>	 <p>Amazing Grace by Mary Hoffman – Links to 'History of Me and Our School'</p>	 <p>Beegu –by Alexis Deacon</p>	 <p>Owl Babies by Martin Waddell and Patrick Benson</p>	 <p>Harry and the Bucketful of Dinosaurs by Ian Whybrow</p>	 <p>The Lighthouse Keeper's Lunch by Ronda and David Armitage</p>									
English	Act and adapt a story – character description and imitate a familiar story	Poetry: Poems from different cultures – Grace Nicholls (The Works KS1)	NARRATIVE: – stories – autobiography / stories about me (Ambition)	NON-FICTION – Fact-files – about friends in class.	Narrative Poetry – Space – Here come the Aliens	Narrative – Sci-Fi story	NON-FICTION – Diary	Non-Fiction: Letter Writing	Poems about dinosaurs	Narrative	Fact-file about Dinosaurs	POETRY - Seaside	NARRATIVE: The Lighthouse Keepers cat / dog / holiday	NON-FICTION: Instructions How to stop seagulls stealing your lunch.	NON-FICTION: Persuasive leaflets to visit the seaside
Speaking & Listening	<ul style="list-style-type: none"> Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. Discussions – listen and respond to the speaker, begin to ask questions that relate to what is being discussed Show and tell – talk about themselves clearly and confidently, describing their surroundings, speaking clearly. 		<ul style="list-style-type: none"> Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. Use reading and talk to develop vocabulary – begin to think of alternatives for simple word choices Offer suggestions following stories they have heard. Discussion/debate – know that different people have different ideas. 		<ul style="list-style-type: none"> Demonstrate good phonic knowledge by clearly pronouncing the sounds within words. Role play and drama – find out about different characters and situations Simple presentation or discussion – know when it is their turn; remain focused even when not involved. Speaking clearly, so that the listener can follow. Compare different speakers and identify simple features. 										

Maths	Place value (0-10) Addition and subtraction (within 10) Shape Place Value (11-20) Consolidation		Addition and subtraction (within 20) Place Value (within 50) Multiples of 2, 5 and 10 Measurement (length and height) Measurement (weight and volume)		Multiplication and division Fractions Position and direction Place Value (within 100) Money Time	
Science	Human Body (Name parts of the body)	Animals and habitats	Materials – links to Earth and Space; spacesuit.	Seasonal changes – linked to Earth and Space.	Animals (links to herbivores, carnivores and to dinosaurs)	Plants Seasons – Ongoing, comparing and observe seasonal change.
History/ Geography	History: <u>The History Of Me</u> Changes within living memory. Significant historical events, people and places in their own locality. Sequence events or objects in chronological order. Begin to describe similarities and differences in artefacts – toys / transport. Sort artefacts “then” and “now”. Black History Month	Geography: <u>Our School – How do I fit into our school?</u> Identify land use around the school. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features.	History: <u>(Space Explorers - Neil Armstrong, Yuri Gagarin, Helen Sharman, Tim Peake)</u> The lives of significant individuals in the past who have contributed to national and international achievements. Drama – why people did things in the past. To ask and answer questions related to different sources and objects. Begin to identify different ways to represent the past	Geography: <u>Our Country</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as some of the surrounding countries, continents and oceans studied. (U.K and capitals) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.	History: <u>Dinosaurs and Mary Anning</u> Events beyond living memory that are significant nationally or globally. Lives of significant individuals. Timeline of when the dinosaurs lived. To ask and answer questions related to different sources and object. To find out how scientists know about the dinosaurs. Jurassic Coast in England – link to next half term	Geography: <u>Beside the Seaside</u> Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area. Study of a part of Dorset (linked to dinosaurs)
Computing	Computing Systems and networks – Technology around us Online Safety – Using the internet safely (Kapow)	Data and information – Grouping data	Programming A – Moving a robot Online Safety – Online Emotions (Kapow)	Creating Media – Digital painting Online Safety – Always be kind and considerate (Kapow)	Creating Media – Digital writing Online Safety – Posting and Sharing online (Kapow)	Programming B – Introduction to Animation
Art/DT	Art Self-Portraits /Famous artists Drawing and painting Unit- Focus on Frida Kahlo and Yayoi Kusama. Link with formal elements of art Kapow. <i>(An additional Christmas lesson based on skills of drawing using chalk/pastel)</i>	DT Structures: Amazing Grace Dressing up box. Design a box from paper then cardboard. Discussion on how to make a stable structure and experiment with different resources.	DT Mechanisms: Wheels and axles Design and make a Space buggy.	Art Painting and colour Famous Artists – link to nature Environmental art and printing. Link to skill of sculpture and 3D. Kapow.	Art Painting unit focus in line with Landscapes using different media- links to topic of Joseph Turner. Kapow.	DT Food: Fruit and Vegetables (Seasonal) Design a fruit and vegetable smoothie and accompanying packaging.
PE	Dance Real PE – fundamentals	Gymnastics Real PE – Team building	Games – Invasion Games Real PE – cognitive skills	Games – Net and Wall Real PE – Target Games	Games – Striking and Fielding Real PE – applying physical skills	Games - Athletics Real PE – health and fitness

<p>Music</p>	<p>All about me Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p>	<p>Timbre and rhythmic patterns Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.</p>	<p>Under the Sea Journey into the unknown and explore through Space through music, movement, chanting and the playing of tuned percussion instruments.</p>	<p>Pitch and Tempo Real-life heroes (Olympics) compared to Superheroes Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p>	<p>Animals Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals.</p>	<p>By the Sea Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p>
<p>PSHE</p>	<p>Being Me in my World 1. Feeling special and safe 2. Being part of a class 3. Rights and responsibilities 4. Rewards and feeling proud 5. Consequences 6. Owning the learning charter</p>	<p>Celebrating Difference 1. Similarities and differences 2. Understanding bullying how to deal with it 3. Making new friends 4. Celebrating the differences in everyone</p>	<p>Dreams and Goals 1. Setting goals 2. Identifying successes and achievements 3. Learning styles 4. Working well and celebrating achievement with a partner 5. Tackling new challenges 6. Identifying and overcoming obstacles 7. Feelings of success</p>	<p>Healthy Me 1. Keeping myself healthy 2. Healthier lifestyle choices 3. Keeping clean 4. Being safe 5. Medicine safety 6. Road safety 7. Linking health and happiness</p>	<p>Relationships 1. Belonging to a family 2. Making friends/being a good friend 3. Physical contact preferences 4. People who help us 5. Qualities as a friend and person 6. Self-acknowledgement 7. Being a good friend to myself 8. Celebrating special relationships</p>	<p>Changing Me 1. Life cycles – animals and humans 2. Changes in me 3. Changes since being a baby 4. Differences between female and male bodies (correct terminology) 5. Linking growing and learning 6. Coping with change 7. Transition</p>
<p>Religion & Worldview</p>	<p>Theme: How did the world begin? 1.To show respect when talking about big ideas 2.To understand what creation means in relation to the natural world. 3.To know that some people believe God created the world as described in Genesis. 4.To recognise that there are different creation stories to explain how the world began. 5.To express ideas about what a creator might be like 6.To explore and express ideas about creation.</p>	<p>Theme: What do some people believe God looks like? 1.To express ideas about God. 2.To explain how some Muslim people use art to express their ideas about God. 3.To recognise some of the different forms of God in the Hindu worldview. 4.To recognise that some Christian people believe Jesus is the son of God and God on Earth. 5.To discuss some different ways to refer to and represent God. 6.To recall some of the different names people use for God.</p>	<p>Theme: What is God’s job? 1.To investigate different beliefs about God through exploring the 99 names of Allah. 2.To identify beliefs about special relationships with God from a Jewish story. 3.To describe what some people believe about God using Jewish scripture. 4.To describe what some people believe about God using a Christian story. 5.To understand what some Hindus believe about God’s different forms and identify the roles of the Trimurti. 6.To explore some Zoroastrian beliefs</p>	<p>Theme: Why should we care for the world? 1.To explore who might own the world through a creation story 2.To investigate why some people believe God created humans last in the creation story. 3.To understand the meaning of stewardship through exploring quotes. 4.To investigate what some Muslims believe about caring for the world by exploring stories about Muhammad. 5.To understand why some people believe it is important to care for the world by exploring ahimsa. 6.To understand the importance of taking care of the world from different views.</p>	<p>Theme: How do we know that new babies are special? 1.To explore the belief in a God that created humans and suggest why babies are special to parents. 2.To explain why some Muslim people welcome a new baby with the Adhan. 3.To explain how some Muslim people welcome a new baby by investigating Aqiqah. 4.To explain how some Hindu people welcome a new baby by exploring Jatakarma. 5.To explore how promises are made during Christian baptism ceremonies. 6.To identify why names are sometimes an important part of baby naming ceremonies</p>	<p>Theme: Why should we care for others? 1.To identify how and why some people care for others by exploring the Sikh belief in Sewa. 2.To investigate why many Muslims believe it is important to care for others by exploring Zakat. 3.To investigate why some ways of caring might take more effort and receive less thanks than others by exploring Tzedakah. 4.To explore Christian teachings on caring through stories about Jesus. 5.To identify some Humanist beliefs about the importance of caring for others. 6.To explore modern examples of how people use their skills to care for others.</p>

		about God through their creation story.			
Enrichment	Reverend in school for Harvest Church visit	Space Workshop Bocketts Farm		Dinosaurs workshop Freshwater Theatre – Seaside journeys	
RRSA	Article 42 (knowledge of rights) Article 28 (right to an education)	Article 31 (leisure, play and culture)	Article 14 (freedom of thought belief and religion)	Article 3 (best interest of the child)	Article 6 (life, survival and development)