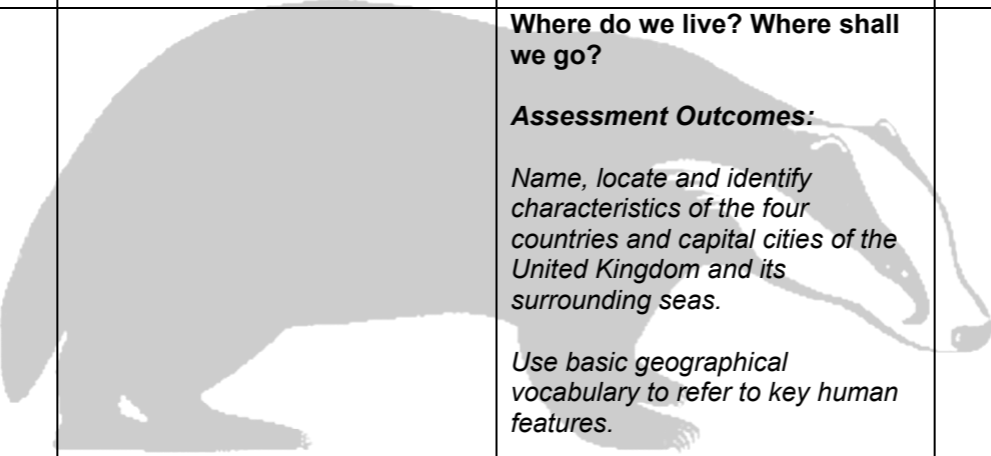




Curriculum Map - Year 1 September 2025/26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	<p>Science What is it made of?</p> <p>Children will learn how to distinguish between an object and the material from which it is made. They also learn how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>They describe the simple physical properties of a variety of everyday materials. And finally, they learn how to compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>RE Why do people have celebration?</p>	<p>Science What lives in our garden?</p>	<p>Geography Where do we live? Where shall we go?</p>	<p>History Why do we have castles?</p>	<p>History Why did London burn?</p>
English	<p>Retell a story</p> <p>Major focus: letter formation, finger spaces, capital letters and full stops</p> <p><u>Key texts</u> The Three Little Pigs</p>	<p>Write a poem</p> <p>Major focus: To recognise and join in with predictable phrases. To compose a sentence orally before writing. To reread what they have written to check it makes sense.</p> <p><u>Key texts</u> Bonfire Night Diwali Celebration Christmas Celebration</p>	<p>Setting description</p> <p>Major focus: To use capital letters and full stops at the right place, to write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it <p><u>Key texts</u> The Kapok Tree Charlie and the Chocolate Factory</p>	<p>Write a postcard</p> <p>Major focus: letter formation, finger spaces, capital letters and full stops. To use joining words and joining clauses using 'and'</p> <p><u>Key texts</u> Meerkat Mail</p>	<p>Recount</p> <p>Major focus: To recount their visit to Windsor Castle</p> <p><u>Key texts</u> See inside Castles</p>	<p>Retell a Story</p> <p>Major focus: To participate in discussions, presentations, performances using oracy</p> <p>To use capital letters, finger spaces and full stops correctly. To use adjectives, nouns and verbs in their writing correctly.</p> <p><u>Key texts</u> Sammy the street dog.</p>
Guided Reading	<p>Traditional tales The three billy goats gruff The three little pigs Snow white & Cinderella Teacher stamp of approval books</p>	<p>Fluency in Five Christmas present – Harvey Slumfemburger Jolly Postman Teacher stamp of approval books</p>	<p>Fluency in Five The secret garden Jack and the beanstalk Bloom Teacher stamp of approval books</p>	<p>Fluency in Five Teacher stamp of approval books</p> <p>Katie Morag Where the Wild Things Are The Way Back Home Paddington</p>	<p>Fluency in Five Castles Knights and dragons Teacher stamp of approval books</p>	<p>Fluency in Five Vlad and the great fire of London. Toby and the great fire of London. Teacher stamp of approval books</p>
Class Read	<p>Beegu Handu's Surprise Little Red Riding Hood The Three Little Pigs And The Big Bad Book Ruby's Worry We're Going On A Bear Hunt</p>	<p>Slug In Love The Tiger Who Came to Tea The Day the Crayons Quit The Enormous Crocodile The Gruffalo Lost And Found</p>	<p>The Sheep Pig</p>	<p>The Hodgeheg</p>	<p>The BFG</p>	<p>The Fire Cats of London</p>

Maths	Place value within 10 Addition & subtraction within 10	Addition and Subtraction within 10 Geometry-Shape	Place Value within 20 Addition & subtraction within 20	Addition & subtraction within 20 Place value within 50 Length and height Mass and volume	Multiplication & Division Fractions Geometry- Position & direction	Place Value within 100 Measurement- Money Measurement- Time
Science	What is it made of? As above		What lives in our garden? Assessment Outcomes: Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and their basic structure. Animals, including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals, carnivores, herbivores and omnivores.	<u>Animals, including humans</u> 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	<u>Seasonal Changes</u> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies	
Geography				 <p>Where do we live? Where shall we go?</p> <p>Assessment Outcomes:</p> <p><i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></p> <p><i>Use basic geographical vocabulary to refer to key human features.</i></p> <p><i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key and use simple directions to describe location on maps.</i></p> <p><i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i></p>		
History					Why do we have castles? Looking at changes within living memory and significant historical events, people and places locally. Trip to Windsor castle Assessment Outcomes:	Why did London burn? Looking at events beyond living memory that are significant nationally or globally. Samuel Pepys The lives of significant individuals in the past who have contributed

					<p><i>Looking at changes within living memory and significant historical events, people and places locally</i></p>	<p>to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Great Fire of London workshop in school.</p> <p>Assessment Outcomes:</p> <p><i>Looking at events beyond living memory that are significant nationally or globally.</i></p> <p><i>Samuel Pepys</i> <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i> <i>Some should be used to compare aspects of life in different periods</i></p>
PSHE / SRE/	<p>Topic Title Being me in my world</p> <p>'Who am I and how do I fit?'</p>	<p>Celebrating Difference</p> <p>Respect for similarity and difference. Anti-bullying and being unique</p> <p>Assessment Outcomes:</p> <p><i>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</i></p> <p><i>I can explain what bullying is and how being bullied might make somebody feel.</i></p>	<p>Dreams and Goals</p> <p>Aspirations, how to achieve goals and understanding the emotions that go with this</p> <p>Assessment Outcomes:</p> <p><i>I can explain how I feel when I am successful and how this can be celebrated positively.</i></p> <p><i>I can say why my internal treasure chest is an important place to store positive feelings.</i></p>	<p>Healthy me</p> <p>Being and keeping safe and healthy</p> <p>Assessment Outcomes:</p> <p><i>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</i></p> <p><i>I can give examples of when being healthy can help me feel happy.</i></p>	<p>Relationships</p> <p>Building positive, healthy relationships</p> <p>Assessment Outcomes:</p> <p><i>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</i></p> <p><i>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</i></p>	<p>Changing me</p> <p>Coping positively with change</p> <p>Assessment Outcomes:</p> <p><i>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</i></p> <p><i>I can explain why some changes I might experience might feel better than others.</i></p>
RE		<p>Why do people have celebration?</p> <p>Christianity- Topic Title/Activity Christmas story</p> <p>What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?</p> <p>Christianity- Topic Title/Activity Christmas story</p> <p>Why are religious celebrations important to some people but not to others? Guy Fawkes, Diwali Remembrance Day, Thanksgiving Birthdays, Christmas</p> <p>Participating in nativity</p> <p>Assessment Outcomes:</p>		<p>Christianity- Easter-Palm Sunday Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Assessment Outcomes: <i>To know that Jesus is special to Christians and how his welcome on Palm Sunday shows this.</i></p>	<p>Judaism- Shabbat Is Shabbat important to Jewish children?</p> <p>Assessment Outcomes: <i>To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</i></p>	

		Reflect on the Christmas story and decide what gifts would be meaningful for Jesus.				
Art / D&T	DT – Mechanisms – Making a moving storybook Activity: Explore slider mechanisms and the movement they output to design, make and evaluate a moving storybook from a range of templates.	Art – Drawing: Make Your Own Mark Activity: Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces. Assessment Outcomes: <i>To know how to create different types of lines - using different media</i> <i>To apply an understanding of drawing materials and mark-making to draw from observation.</i>	Art – Sculpture and 3D: Paper Play Activity: Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures. Assessment Outcomes: <i>To roll and shape paper to make 3D structures.</i> <i>To apply painting skills when working in 3D.</i>	DT - Cooking and Nutrition: Activity: Smoothies Cutting and juicing fruits and vegetables to create a smoothie that meets a design brief, this unit gives the children opportunities to develop food preparation skills with an increased focus on taste testing and ingredient choices. Assessment Outcomes: <i>To identify and describe where fruits and vegetables grow.</i> <i>To select ingredients and practise applying food preparation skills</i> <i>To evaluate against the design brief</i>	Art – Craft and Design: Woven Wonders Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña. Assessment Outcomes: <i>To know that art can be made in different ways. To choose, and arrange different material and techniques</i>	DT – Wheels/Axles Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle. Assessment Outcomes: <i>To understand how wheels move and identify what stops them from turning</i> <i>To design and build moving vehicle.</i>
Computing	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	Programming B - Programming animations
Music	Charanga Find the beat		Charanga Rhythm and Pitch		Charanga Introducing tempo and dynamics	
PE	REAL PE focus - Personal Activities: In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, thematic stories and games. Invasion Games- Netball	Real PE Focus - Social Activities: In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, thematic stories and games. Assessment Outcomes: <i>I can work sensibly with others, taking turns and sharing.</i>	Real PE Focus - Cognitive Activities: In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, thematic stories and games. Assessment Outcomes: <i>I can understand and follow simple rules.</i> <i>I can name some things I am good at.</i>	Real PE Focus - Creative Activities In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused skill development sessions, thematic stories and games. Assessment Outcomes: <i>I can explore and describe different movements.</i>	Real PE Focus - Physical Activities In this unit, the children will develop and apply their sending and receiving and reaction and response through focused skill development sessions, thematic stories and games. Assessment Outcomes: <i>I can perform a single skill or movement with some control.</i> <i>I can perform a small range of skills and link two movements together.</i>	Real PE Focus - Fitness Activities In this unit, the children will develop and apply their ball chasing and floor work balance through focused skill development sessions, thematic stories and games. Assessment Outcomes: <i>I am aware of why exercise is important for good health.</i>
Trips / Enrichment	Whole school Assembly – collecting food for the food bank	Nativity			Trip to Windsor castle or Donnington Castle	Drama Company- Samuel Pepys actor