



YEAR ONE Curriculum Map



Subject	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English						
Writing Units	Billy & the Beast, Nadia Shireen Stuck by Oliver Jeffers The Little Red Hen	Lost & Found, Oliver Jeffers The Enormous Turnip Little Robin Red Vest by Jan Fearnley	Gina Kaminski Saves the Wolf by Craig Barr-Green Stanley's Stick by John Hegley Iggy Peck Architect by Andrea Beaty	Night Flight by Katie Cottle Oliver's Vegetables by Vivian French Goldilocks and the Three Bears	Cave Baby, Julia Donaldson & Emily Gravett Stella and the Seagull by Georgina Stevens The Lighthouse Keeper's Lunch by Rhonda Armitage	Leo & the Octopus, Isabelle Marinov & Chris Nixon The Bad tempered ladybird by Eric Carle The Koala who Could by Rachel Bright.
Class Story Time – Key Texts	Billy & the Dragon Billy & the Pirates The Way Back Home Where to Hide a Star The Leaf Thief	Dogger The Day the Crayons Quit The Tiny Seed The Snowman The Jolly Christmas Postman The Snow Thief	Little Red Riding Hood Gina Kaminski Rescues the Giant Too Much Stuff! Not a Stick Eva Twist Scientist Rosie Revere Engineer	Omar & the Bees Gozzle No More Peas I Will Not Ever Never Eat a Tomato	Jonty Gentoo The Lighthouse Keeper's Breakfast	Polar Bear, Polar Bear. What do you hear?
Maths	Number: Place Value (within 10) Number: Addition & Subtraction (within 10) Geometry: Shape		Number: Place Value (within 20) Number: Addition & Subtraction (within 50) Number: Place Value (within 50) Measurement: Length & Height Measurement: Mass & Volume		Number: Multiplication & Division Number: Fractions Geometry: Position & Direction Number: Place Value (within 100) Measurement: Money Measurement: Time	
Science	Biology: Plants How can we identify different plants and trees in our local environment and describe their main parts?	Biology: Animals, including humans How are our senses connected to different parts of our body?	Chemistry: Everyday Materials What objects are made of different materials, and how do they feel and look? What is the best material for...?	Biology & Physics: Seasonal Changes What changes do we observe in the weather throughout the year? How does the weather and the	Biology: Animals, including humans How are baby animals similar and different from their parents? How can we identify and compare animals?	



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				length of the day change with each season throughout the year?		
Art & DT	Moving Pictures Insects/Minibeasts using pins, pivots and levers	Buildings using line and shape – drawing, pastel, paint and clay	Textiles & Collage – weaving, sewing, layering, silhouettes	Materials and Structures - Flying Kites	3D Art - Nature Sculptures & Clay Tiles	Textiles Sewing a simple puppet Food Tech: Fruit Salad
Computing	Introduction to Purple Mash: Information Technology This unit introduces Purple Mash to children and the essential basic knowledge and skills required for the Year 1 units.	E-Safety 2BeSafe	Technology Around Us: Digital Literacy The focus in this unit is defining and understanding what tehnologyd is. Children will relate this to school, home, outside and to its use in the wider world.	Coding: Computer Science This unit introduces children to coding using the block coding tool, 2Code. Children will explore simple instructions and relate this to code blocks.	E-Safety 2BeSafe	Animated Stories: Information Technology In this unit children create digital books using the 2Create a Story tool. They learn how to work with images, texts and sounds. Childdren also learn how to animate simple objects.
History & Geography	History: History of Communication: Pupils will learn about changes in how people communicate with each other as a result of technological advancements. They will explore similarities and difference in written	Geography: Where do we go to School? Pupils will use photographs and simple maps of the school to find and talk about the features of its site. Pupils will also use locational knowledge to talk about where things	History: Great Fire of London: Pupils will learn about the events of the Great Fire of London including the initial cause. They will compare the settlement of London at the time of the fire with London today to understand some of	Geography: The local area: What is located near our school? Pupils will describe physical features of different kinds of homes (including in the local area). They will locate the school on an aerial	History: Seaside holidays in the past: Pupils will compare and contrast seaside holidays during the Victorian era with holidays today. They will look at similarities and differences in how people travel to holiday destinations,	Geography: How are countries in the UK different? Pupils will name and locate countries and capitals of the UK including its surrounding seas. They will also compare and contrast the geographical features of England,



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	and verbal forms of communication, in particular in the last 100 years.	are and will understand what jobs people do in the school.	the reasons why the fire spread so quickly. They will also learn about the impact of the fire on how London was rebuilt as well as on how fires are now fought.	photograph looking for local features.	how they are entertained as well as what they wear and why.	Scotland, Wales and Northern Ireland.
Music	Move to the Beat – Exploring pulse and rhythm	Carols around the tree	Exploring sounds	Ten Pieces – In the Hall of the Mountain King (Grieg)	High and low – exploring pitch	
PE	Team Building Speaking, listening, leadership and teamwork skills Yoga Different poses using flexibility and balance.	Fundamentals Running, balancing, jumping with accuracy Dance Create dance using themed music	Ball Skills Dribbling, rolling, throwing and catching a ball Gymnastics Travelling, linking and performing shapes, balances and jumps	Sending and Receiving/Invasion Understand attacker and defender roles Fitness Understand importance of daily exercise	Target Games Throwing for accuracy and distance Striking and fielding Throwing, catching and striking a ball	Net and Wall Racquet and ball skills Athletics Jumping and throwing for distance and accuracy
PSHE & RSE	Being Me in My World Feeling special and safe. Being part of a class. Rights and responsibilities. Rewards and feeling proud. Consequences. Owning the Learning Charter.	Celebrating Differences Similarities and differences. Understanding bullying and knowing how to deal with it. Making new friends. Celebrating the differences in everyone.	Dreams and Goals Setting goals. Identifying successes and achievements. Learning styles Working well and celebrating achievement with a partner. Tackling new challenges. Identifying and overcoming obstacles. Feelings of success.	Healthy Me Keeping myself healthy. Healthier lifestyle choices. Keeping clean. Being safe. Medicine safety/safety with household items. Road safety. Linking health and happiness.	Relationships Belonging to a family. Making friends/being a good friend. Physical contact preferences. People who help us. Qualities as a friend and person. Self-acknowledgement. Being a good friend to myself. Celebrating special relationships.	Changing Me Life cycles – animal and human. Changes in me Changes since being a baby. Differences between female and male bodies (correct terminology). Linking growing and learning. Coping with change. Transition.



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RE	How is a new child welcomed? In this unit, pupils will examine how different Christian and humanist families welcome a new baby. They will make connections between the idea of welcome and dedication - comparing religious and non-religious ceremonies to see similarities and differences.	Why does Christmas matter to Christians? In this unit pupils will learn the nativity story, understand that Christians believe Jesus is God on Earth, explore why his birth is important, and discover how Christians celebrate Christmas through traditions like Advent, carols, and nativity scenes.	What does it mean to belong? In this unit pupils will explore the idea of belonging to a religious community through case studies of Jewish and Christian families. They will hear from different Jews to see that Shabbat can be marked in diverse ways and understand that churches can take many forms in Christianity.	How do stories inspire actions? In this unit pupils will examine the idea of care through a focus on two worldviews: Christianity and Islam. Pupils will investigate two stories that they will return to later in the curriculum. They will see how Christians and Muslims have interpreted these stories to care for others today.	What do Christians believe God is like? In this unit pupils will learn that Christians believe God is loving, kind, fair and forgiving. They will explore the parable of the Lost Son, discover its meaning for Christians, and see how these beliefs are expressed in worship and daily life.	What makes place of Worship sacred? In this unit pupils build on their understanding of belonging to investigate similarities and differences between churches, synagogues and mosques. They will explore how there is diversity within religious buildings as well as between worldviews.
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