
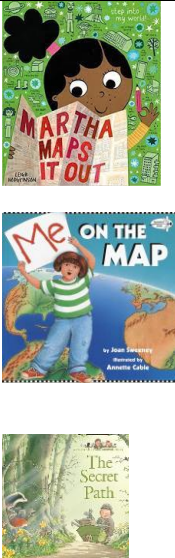








## Year 1 – Curriculum Map 2024-2025

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	 <b>Toys</b>		 <b>Headingley / India</b>		 <b>Great Fire of London</b>	
Curriculum Link	History	Science	Geography	Geography	Science	History
Breadth - Topic	What are the differences between past and present toys?	What are different materials used for?	What is it like in India and how is it different to the UK?		How are animals and humans the same and different?	How did the Great Fire of London start and why was it so bad?
Core Text (s)						

<b>Memorable Experience</b>	Build a bear experience- past and present toys Local inventor- Denys Fisher- spirograph 1962	Visit to Ilkley toy museum/Abbey house museum	Local walk Pizza express-Headingley	India Day – food, clothes, wearing colours of flag,	Senses activities (science)	Fire Engine visit – modern fire equipment. Great Fire of London workshop – Leeds museums
<b>English</b>	<p><b>Text:</b> Memory Bottles <b>Task:</b> Recount of the holidays</p> <p><b>Text:</b> The Everywhere Bear <b>Task:</b> Description of favourite toy. <b>Purpose:</b> To inform other members of the class.</p> <p><b>Text:</b> The Lost Toy Museum <b>Task:</b> Make a missing poster for a toy. <b>Purpose:</b> Missing toy in the classroom.</p> <p><b>Skill:</b> Writing in full sentences using capital letters, finger spaces and full stops</p>	<p><b>Text:</b> Everyday Materials <b>Task:</b> Fact File <b>Purpose:</b> To make a non-fiction book.</p> <p><b>Text:</b> Old Bear <b>Task:</b> Write a set of instructions <b>Purpose:</b> To rescue a toy.</p> <p><b>Text:</b> Russell’s Christmas Magic <b>Task:</b> Sequence and retell the story.</p> <p><b>Skill:</b> Joining words and clauses using ‘and’. Writing simple sentences using capital letters, finger spaces, full stops and using ‘and’.</p>	<p><b>Text:</b> Martha Maps it Out <b>Task:</b> Fact File <b>Purpose:</b>To publish in The Yorkshire Evening Post about Weetwood life.</p> <p><b>Text:</b> Percy the Park Keeper: The Secret Path <b>Task:</b> Information leaflet about how to keep the park clean. <b>Purpose:</b> Letter from the park ranger.</p> <p><b>Text:</b> Me on the Map <b>Task:</b> Make a map <b>Purpose:</b> To help the cleaners tidy the classroom.</p> <p><b>Skill:</b> Sequence sentences to form a short recount. Use capital letters for names of people and places.</p>	<p><b>Text:</b> The Tiger who Came to Tea <b>Task:</b> Letter <b>Purpose:</b> Inviting the tiger to a party.</p> <p><b>Text:</b> There’s a Tiger in the Garden <b>Task:</b> Newspaper report <b>Purpose:</b> Warning people of a dangerous animal in the area.</p> <p><b>Text:</b> Ready to Explore My World <b>Task:</b> Non- chron report / Information text. <b>Purpose:</b> News report (oral account)</p> <p><b>Skill:</b> Write a short report with simple sentences, questions, and exclamations.</p>	<p><b>Text:</b> The Growing Story <b>Task:</b> Instructions – How to grow a beanstalk <b>Purpose:</b> Preparation for planting a beanstalk.</p> <p><b>Text:</b> Jasper’s Beanstalk <b>Task:</b> Diary – using days of the week <b>Purpose:</b> Diary to inform Reception about life in Year 1.</p> <p><b>Text:</b> Funnybones <b>Task:</b> Simple Narrative (Using days of the week) <b>Purpose:</b> To read to Reception children.</p> <p><b>Text:</b> The Five Senses <b>Task:</b> Information text <b>Purpose:</b> To make an information book.</p> <p><b>Skill:</b> Write sentences using adjectives. Adding suffixes and prefixes. Days of the week.</p>	<p><b>Text:</b> Vlad and The Great Fire of London <b>Task:</b> Diary Entry <b>Purpose:</b> To inform Vlad’s family of the events on London.</p> <p><b>Text:</b> The Great Fire of London (Non- fiction) <b>Task:</b> Information text <b>Purpose:</b> To educate parents about The Great Fire of London.</p> <p><b>Text:</b> Dear Dinosaur <b>Task:</b> Letter <b>Purpose:</b> To introduce themselves to their Year 2 teacher.</p> <p><b>Skill:</b> Sequencing sentences to form a short narrative using all of the key feature of writing that we have learnt throughout the year.</p>
<b>Oracy</b>	Oracy- Show and tell- My favourite toy	Oracy- Show and tell- Something that I have made using everyday materials	Oracy- Show and tell- My favourite place to visit	Oracy- Show and tell- A piece of artwork that I have made	Oracy- Show and tell- My favourite book	Oracy- Show and tell- My plans for the summer

<b>Maths</b>	<p><b><u>Place Value (4 weeks)</u></b> Reading, writing, ordering and comparing numbers to 10.</p> <p><b><u>Addition/Subtraction (3 weeks)</u></b> -Adding 2 single digit numbers together different methods and representations. -Number bonds for all numbers to 10</p>	<p><b><u>Addition/Subtraction (2 weeks)</u></b> -Subtracting 2 single digit numbers within 10 using different methods and representation. -Facts Families for sets of numbers. <b><u>Shape (1 week)</u></b> -Recognising and naming 2D and 3D shapes. -Making pattern <b><u>Place Value (2 weeks)</u></b> -Reading, Writing and comparing numbers and groups of objects to 20. -Tens and ones to 20.</p>	<p><b><u>Addition and Subtraction (3 weeks)</u></b> -Adding and subtracting 2 numbers within 20 using numbers bonds, making 10 and crossing 10. <b><u>Place Value (20) including multiples of 2,5,10s (3 weeks)</u></b> -Reading, writing, numbers to 50. -Tens and ones in numbers to 50</p>	<p><b><u>Length and Height (2 weeks)</u></b> -Comparing and measuring lengths and heights using cm and non-standard measurements. <b><u>Volume and Volume (2 weeks)</u></b> -Measuring and comparing mass, volume and capacity using non -standard units</p>	<p><b><u>Multiplication and Division reinforce multiples of 2,5,10s (3 weeks)</u></b> -Counting in 10s -Making equal groups and arrays through sharing and grouping <b><u>Fractions (2 weeks)</u></b> -Finding halves and quarters in shapes and numbers. <b><u>Position and Direction (1 week)</u></b> -Describing turns and positions.</p>	<p><b><u>Place Value (100) (2 weeks)</u></b> - Reading, writing, ordering and comparing numbers to 100. -Partitioning numbers to 100 into tens and ones. <b><u>Money (1 week)</u></b> -Recognising coins and notes. - Finding amounts of coins <b><u>Time (2 weeks)</u></b> -Reading time to the hour and half hour -Comparing time -Measuring and writing time</p>
<b>Science</b>		<p><b><u>Everyday materials</u></b> -Children will name different objects and the materials they are made from. -Children will look at the different physical properties of different materials and start to think about what they are used for. They will sort different materials based of different properties.</p>			<p><b><u>Animals, including Humans</u></b> -Children will name and label different body parts. -They will identify the different parts of the body associated with each of the 5 senses. - Children will name different animals and identify what group of animals they belong to (mammals, reptiles, etc) Children will look at what different animals eat and identify if they are herbivores, carnivores or omnivores.</p> <p><b><u>Plants</u></b> -Children will name a variety of different plants – wild flowers, garden plants, trees, fruit and vegetables. -Children will look at and name different parts of plants (inc trees). They will begin to think about what they do.</p>	
		<p><b><u>Autumn</u></b> Children will identify features of Autumn and how trees are changing.</p>	<p><b><u>Winter</u></b> Children will look at how animals adapt for winter (hibernate, migrate, adapt). Garden Birds (Bird Week) and how and why we help them.</p>	<p><b><u>Spring</u></b> Children will look at signs of Spring in the school grounds. Children will look at how plants change and how animals start appearing again.</p>	<p><b><u>Summer</u></b> Children will look at the weather and the amount of sun. They will look at different insects that come out in summer.</p>	
<b>Extended Write - Science</b>				<p>Spring Poem</p>		

<b>Investigative Science – Focus question?</b>		<p><b>What is the best material for a bath toy?</b> Children will identify the best material for a specific use.</p> <p><b>What is this material like?</b> Children will test materials, rating them against different properties such as waterproof, transparent, stretchy etc.</p>			<p><b>Are we all the same or different?</b> Children will identify different children with different features.</p> <p><b>Which one is it?</b> Children will use all their senses to answer clues to identify a mystery object.</p> <p><b>Can we change the colour of the petals?</b> Children will investigate how to change the petals on a white flower.</p> <p><b>What parts do plants have?</b> Dissecting different parts of plants – looking closely at each part.</p>	<p><b>What is the weather like?</b> Ongoing observations throughout the year.</p>
<b>DT</b>		<p><b>Mechanisms</b> Children will investigate simple slider and lever mechanisms. They will design, make and evaluate a greetings card with a sliding mechanisms.</p> 		<p><b>Structures</b> Children will investigate freestanding structures. They will design, make and evaluate a chair for the Tiger in The Tiger in the garden.</p> 		<p><b>Food</b> Children will look at the different food groups and the food in those groups. They will design, make and evaluate a healthy fruit salad.</p> 
<b>Art</b>	<p><b>Painting</b> -Children will mix primary colours to make secondary colours. -Add white and black to colours to make tints and tones. Use different brushes for a specific purpose. End product- Self-portraits. Children will look carefully at their facial features to create a self- portrait, using the correct shapes, colours and sizes.</p> 		<p><b>Textiles</b> -Children will learn a weaving technique to create a pattern. Join materials using glue and sort materials depending on colour and texture.</p> 		<p><b>Printing</b> -Children will press, roll, rub and stamp to make prints. -They will make repeating patterns and replicate prints from their natural environment.</p> 	

<b>History</b>		<u><b>Toys</b></u> -Children will identify new and old toys and match them up. -They will look at how toys have changed over time. -Children will look at Denys Fisher and how he invented the spirograph (local)  *Remembrance Day- Why do we wear a poppy in November? *The Gunpowder plot- Who's idea was it to blow up the Houses of Parliament in 1605?				<u><b>The Great Fire of London</b></u> Children will look at the different jobs from the past and present in London. -They will find out about the Great Fire of London: -dates -Where it started and how it started - Why it spread so quickly and far. -Children will look at different sources of evidence and how we knew about the Great Fire of London – concentrating on Samuel Pepys. -They will create pictures/paintings based on pictures of the Great Fire and create their own diary entries. -They will talk about how it was rebuilt and the different ideas that were given – giving reasons for their ideas.
<b>Geography</b>			<u><b>Headingley</b></u> -Children will learn about the 4 countries in UK and identify we live in England. Continents of the world – labelling and naming them on a World Map. -Children will identify the 4 main compass points to describe positions. -Children will draw simple maps of the classroom, playground, locality.	<u><b>India</b></u> - Children will learn about the 7 continents of the world with a focus on India and label and name them on a world map. Children will look different landmarks in India and their main features. -They will look at the weather in India and how it is different to ours, comparing Leeds to village in India. -Children will look at different animals native to India and their features.		<u><b>The Great Fire of London</b></u> -Children will identify the 4 main countries of the UK and their capital cities. -Children will look at London as it is today, using landmarks and features along the River Thames.
<b>Extended Write - Topic</b>						Persuasive letter to King Charles about how they should rebuild London after the fire.
<b>Computing</b>	<u><b>Improving mouse skills</b></u> Learning how to login and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits.	<u><b>Algorithms</b></u> This unplugged unit requires no computers so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific.	<u><b>Rocket to the Moon</b></u> Developing keyboard and mouse skills through designing, building and testing individual rockets by creating a digital list of materials, using drawing software and recording data	<u><b>Bee Bot</b></u> Developing early programming skills using either the Bee:Bot or virtual Bee:Bot. Using online programme - <a href="https://beebot.terrapinlgo.com/">https://beebot.terrapinlgo.com/</a>	<u><b>Digital Imagery</b></u> Using creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. Learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-	<u><b>Introduction to Data</b></u> Learn what data is and the different ways that it can be represented. Develop an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers.

					quality photo collage showcase.	
<b>E-Safety</b>	<p><b><u>Kapow – lesson 1 Using the internet safely</u></b> The children will learn what the internet is and how to use it safely.</p>	<p><b><u>Kapow – lesson 2 Online emotions</u></b> The children will discover which devices connect to the internet and how the internet can affect our emotions.</p>	<p><b><u>Kapow – lesson 3 Always be kind and considerate</u></b> The children will learn top tips for staying safe on the internet and understand about the responsibility they have as an online user and what to do if something upsets them online.</p>	<p><b><u>Kapow – lesson 4 Posting and sharing online</u></b> Exploring what is meant by the term ‘digital footprint’ and learn how to safely share things when using the internet.</p>	<p><b><u>What Is Email? (Twinkl)</u></b> Children will identify the advantages of email and why it is used. They will think about how to use it safely.</p>	<p><b><u>Keeping Zibb Safe Online (Twinkl)</u></b> Children will use everything they have learnt about online safety to advise others.</p>
<b>Music</b>	<p><b><u>Kapow – Pulse and rhythm (All About Me)</u></b> 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><b><u>Kapow – Classical Music, dynamics and tempo (Animals)</u></b> Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals.</p>	<p><b><u>Kapow - Musical Vocabulary (Under the Sea)</u></b> Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.</p>	<p><b><u>Kapow – Timbre and Rhythmic Patterns (Fairy Tales)</u></b> 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><b><u>Kapow - Pitch and Tempo (Superheroes)</u></b> This unit sees children journey into the unknown and explore space through music, movement, chanting and the playing of tuned percussion instruments, culminating in a final composition.</p>	<p><b><u>Kapow – Vocal and Body Sounds (By the Sea)</u></b> Seaside sounds are listened to, moved to, represented, written and performed in this fun and engaging topic. Children are encouraged to feel pieces of music by moving in ways they think convey its mood. They should also make links between music, sounds and environments. These skills are then used to help them represent calm or stormy seas using vocal and body sounds as well as percussion instruments</p>
<b>Composer / artist focus</b>	Harvest song – Oats and Beans  Mozart – Rondo alla Turca (linked to Model Music Curriculum)	Saint-Saens - Carnival of the Animals	Holst – Planets Song - lost in Space	Tchaikovsky – Sleeping Beauty	Superhero theme composers	Various – Sea Shanties
<b>PE and Sport</b>	Fundamental Movement Skills  Dance – Island Life	Functional Fitness  Gymnastics	Goalball  Multi Skills	Cooperation  Multi Sports	Target Games  Multi Sports	Athletics  Striking & Fielding

<b>RE</b>	<p><b><u>Which books or stories are important?</u></b> Children will learn about different Holy Books and how they are treated. - They will listen to different stories from the Holy Books and think about what the morals they are teaching us</p>	<p><b><u>How do Bible stories show that God keeps promises?</u></b> Children will listen to different bible stories and think about the messages. -The children will learn about the Christmas story and why it is an important message for Christians.</p>	<p><b><u>What does it mean to belong to a Community of Belief?</u></b> -Children will identify and name different places of worship and look at what happens in each of the different places. -They will look at the physical features of different places of worship and compare and contrast them.  Vaisakhi- Indian Harvest festival</p>	<p><b><u>How and why do we care for others?</u></b> -Children will think about what it means to care for people and how they can demonstrate this in school.</p>	<p><b><u>Why are festivals important in a community?</u></b> -Children will talk about all the different festivals we have celebrated over the year and how they are celebrated. -They will plan and host their own celebration for parents to say thank you.</p>	
<p><b><u>How do we celebrate special occasions?</u></b>  -Children will celebrate different religious and non-religious festivals throughout the year and talk about what happens at these festivals.</p>						
<b>PSHE</b>	<p><b><u>Being Me in My World</u></b> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p><b><u>Celebrating Difference</u></b> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p><b><u>Dreams and Goals</u></b> 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</p>	<p><b><u>Healthy Me</u></b> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p><b><u>Relationships</u></b> 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</p>	<p><b><u>Changing Me</u></b> 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</p>
<b>MindMate lessons</b>	<p><b><u>Feeling Good and Being me</u></b> Children will identify feelings in themselves and others</p>	<p><b><u>Being the same and being different</u></b> Children will celebrate differences and understand that the people in their class are all different.</p>	<p><b><u>Solving Problems (making it better)</u></b> Children will develop skills to work &amp; play well in a small group through setting goals and targets.</p>	<p><b><u>Strong Emotions</u></b> Children will recognise and identify what is fair/ unfair right/wrong and know when someone is being unkind.</p>	<p><b><u>Friends and Family</u></b> Children will recognise how others show feelings &amp; know how to respond. They will know when their friends are feeling happy.</p>	<p><b><u>Life Changes</u></b> Children will begin to understand that talking about their feelings can help.</p>
<b>Curriculum Enhancements</b>	<p><b>Role play-</b> Toy shop <b>Craft area-</b> Memory bottles station <b>Investigation area-</b> Mirrors – look at own features (draw and paint self portraits)</p>	<p><b>Role play-</b> Toy shop <b>Craft area-</b> Create a toy using 3D materials <b>Investigation area-</b> looking at and describing items from the past – asking questions.</p>	<p><b>Role Play –</b> Post office with writing area using postcards, stamps, envelopes etc. <b>Craft area-</b> Map making skills <b>Investigation area-</b> Globes and maps</p>	<p><b>Role Play –</b> Café Weetwood – taking orders, serving, taking money. <b>Craft area-</b> Traditional Indian craft <b>Investigation area-</b> Globes and maps</p>	<p><b>Role Play –</b> Garden Centre <b>Craft area-</b> Split pin skeleton <b>Investigation area-</b> identify different items using different senses</p>	<p><b>Role Play –</b> Fire station <b>Craft area-</b> Box model houses for the Great fire of London <b>Investigation area-</b> Artefacts from The great fire of London</p>