


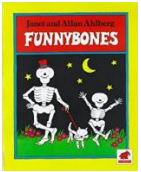
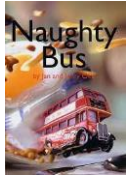
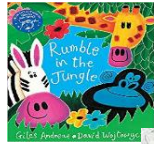
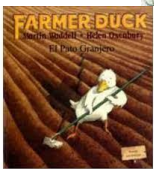


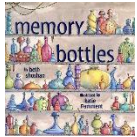
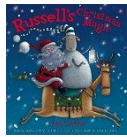
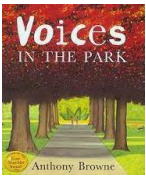

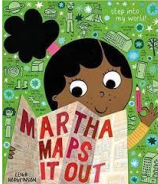

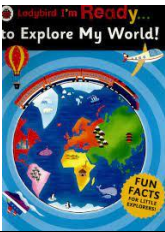

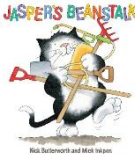
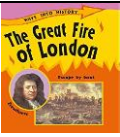
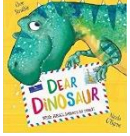









# Year 1 – Curriculum Map 2023-2024

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>Cracking Ideas</b> 		<b>Headingley / India</b> 		<b>Great Fire of London</b> 	
Curriculum Link	Science	History	Geography	Geography	History	History
Breadth - Topic	How are animals and humans the same and different?	Who is George Stephenson and what did he invent?	What is it like in India and how is it different to the UK?		How did the Great Fire of London start and why was it so bad?	
Core Text (s)	    	  	  	  	 	 
Memorable Experience	Senses activities (science)	Middleton Railway	Local walk	India Day – food, clothes, wearing colours of flag,	Fire Engine visit – modern fire equipment	Great Fire of London workshop – Leeds museums

<p><b>English</b></p>	<p><b><u>Naughty Bus</u></b> Sentence writing about what the bus did. <b><u>Funnybones</u></b> -Retelling the story using full sentences with capital letters and full stops. <b><u>Rumble in the Jungle</u></b> -Writing sentences about different animals -Writing simple poems and riddles about different animals using features such as rhyme and alliteration. <b><u>Farmer Duck</u></b> Retelling story, writing sentences about what they animals did. <b><u>The Growing Story</u></b> -Writing sentences to sequence the story using comparative words (smaller, taller, warmer, colder, longer shorter etc) Making their own book of 'The Growing Story' (4 events)</p>	<p><b><u>Memory Bottles</u></b> -Writing recounts about memories from the book and their own personal memories in full sentences using capital letters and full stops <b><u>The Train Ride</u></b> -Retelling and sequencing the story using full sentences with capital letters and full stops -Writing postcards/letters about the journey. - Writing sense poem about the journey. <b><u>Russell's Christmas Magic</u></b> -Retelling and sequencing the story using full sentences with capital letters and full stops. -Thank-you letters</p>	<p><b><u>Voices in the Park</u></b> -Retelling stories in Role (as each character who visited the park) diaries and letters from the characters. <b><u>The Tiger Who Came to Tea</u></b> -Writing character descriptions using noun phrases. -Retelling and sequencing the story in full sentences, using and to write longer sentences. <b><u>Martha Maps It Out</u></b> -Writing sentences about what Martha did. -Where Martha lives.</p>	<p><b><u>There's a Tiger in the Garden</u></b> Writing Non-Chronological Reports about different Indian animals, using the key features of a report, including sub-headings. Focus on tigers. <b><u>Under the Great Plum Tree</u></b> -Retelling and sequencing the story through letters, diaries in full, complete sentences. <b><u>I'm Ready To Explore My World (Ladybird)</u></b> -writing non-chronological reports about the UK and India.</p>	<p><b><u>Vlad</u></b> -Writing recounts of the events in the story through diaries, photo albums in full complete sentences, using 'and' to write longer sentences. <b><u>Jasper's Beanstalk</u></b> -Writing instructions for planting beans using imperative verbs.</p>	<p><b><u>Great Fire of London</u></b> Writing Non Chronological Reports about The Great Fire of London (Newspaper Reports/ Posters) using different features of reports, including sub-headings. <b><u>Dear Dinosaur</u></b> -Using the key features of letters to write letters to the dinosaur. They will ask questions and share facts about themselves. - Writing letters to Reception and Miss Westlake – using the Key features of letter</p>
<p><b>Maths</b></p>	<p><b><u>Place Value (4 weeks)</u></b> Reading, writing, ordering and comparing numbers to 10. <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>
<p><b>Science</b></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</p>		<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>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>Seasonal Changes</u></b> -Children will use the information collected over the year to identify different seasons. -They will look at the different weather associated with the different seasons and how day and night length varies through</p>

	<p>to (mammals, reptiles, etc) Children will look at what different animals eat and identify if they are herbivores, carnivores or omnivores.</p> <p><b>Autumn</b> Children will identify features of Autumn and how trees are changing.</p>		<p><b>Winter</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>Spring</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>Summer</b> Children will look at the weather and the amount of sun. They will look at different insects that come out in summer.</p>	<p>the year.</p> 
<b>Extended Write - Science</b>				<p>Spring Poem using the 5 senses.</p>		
<b>Investigative Science – Focus question?</b>	<p><b>Are we all the same or different?</b> Children will identify different children with different features. <b>Which one is it?</b> Children will use all their senses to answer clues to identify a mystery object.</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>What is the best material for a new umbrella?</b> Children will identify the best material for a specific use – linked to British Science Week.</p>	<p><b>Can we change the colour of the petals?</b> Children will investigate how to change the petals on a white flower. <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 a story book character.</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>Portraits</b> Children will look carefully at their facial features to create a self- portrait, using the correct shapes, colours and sizes.</p>	<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.</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>		<p><b><u>Cracking Ideas and Inventions</u></b>          -Children will identify new and old inventions and match them up.          -They will look at how trains have changed over time, focussing on The Rocket and George Stephenson.          -Children will identify the different parts of the Rocket and talk about how a steam engine works.          -Children will look at Brian Boffey and how he invented Jelly Tots (local)</p> <p>-Children will look at how Queen Victoria and Prince Albert introduced many of the Christmas Traditions we have today.</p>			<p><b><u>The Great Fire of London</u></b>          -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.</p>	<p><b><u>The Great Fire of London</u></b>          -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.</p>
<b>Geography</b>			<p><b><u>Headingley</u></b>          -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.</p>	<p><b><u>India</u></b>          - 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.</p>	<p><b><u>The Great Fire of London</u></b>          -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.</p>	
<b>Extended Write - Topic</b>						<p>Persuasive letter to King Charles about how they should rebuild London after the fire.</p>
<b>Computing</b>	<p><b><u>Improving mouse skills</u></b>          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.</p>	<p><b><u>Algorithms</u></b>          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.</p>	<p><b><u>Rocket to the Moon</u></b>          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</p>	<p><b><u>Bee Bot</u></b>          Developing early programming skills using either the Bee:Bot or virtual Bee:Bot.          Using online programme - <a href="https://beebot.terrapinlog o.com/">https://beebot.terrapinlog o.com/</a></p>	<p><b><u>Digital Imagery</u></b>          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-quality photo collage showcase.</p>	<p><b><u>Introduction to Data</u></b>          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.</p>

<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>	<p>Harvest song – Oats and Beans  Mozart – Rondo alla Turca (linked to Model Music Curriculum)</p>	<p>Saint-Saens - Carnival of the Animals</p>	<p>Holst – Planets Song - lost in Space</p>	<p>Tchaikovsky – Sleeping Beauty</p>	<p>Superhero theme composers</p>	<p>Various – Sea Shanties</p>
<b>PE and Sport</b>	<p><b><u>Exploring rings and hoops</u></b> Children explore and develop ways of using small apparatus. <b><u>Fitness</u></b> Using Joe Wicks type activities improve general stamina, strength, flexibility and fitness. Improve mental health and wellbeing as children return to school.</p>	<p><b><u>Interpretive Dance - Alphabet actions</u></b> Children create movement linked to key letters eg creep, curl, crouch etc for C and responding to the sound of musical instruments. <b><u>Throwing and catching</u></b> Children explore throwing and catching using a variety of small equipment.</p>	<p><b><u>Team Games through multiskills</u></b> Children develop ball handling skills. <b><u>Aerobic Fitness Dance - Wake up Shake Up</u></b> Children create ,practise and perform Aerobic dance sequences to music.</p>	<p><b><u>Gymnastics - travelling in different ways</u></b> Children explore travelling in different ways using large apparatus including the apparatus frame, benches, tables, planks and boxes. <b><u>Throwing and catching</u></b> Children explore throwing and catching using a variety of small equipment.</p>	<p><b><u>Gymnastics - basic shapes</u></b> and begin to link them in a basic sequence. <b><u>Multi skills- towards athletics skills</u></b> Children begin exploring running, jumping and throwing skills through team games</p>	<p><b><u>Bat and ball/ tennis skills</u></b> Children develop bat and ball skills using small equipment <b><u>Skipping</u></b> Children aim to learn 5 continuous skips forwards and backwards</p>

<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 Bible and Quran and think about what the morals they are teaching us.</p>	<p><b><u>Who brought messages about God and what did they say?</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 Church or a Mosque?</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 churches and mosques and compare and contrast them.</p>	<p><b><u>Why do we care about people?</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>How do we celebrate special occasions?</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><u>Sense Station</u></b> – identify different items using different senses Mirrors – look at own features (draw and paint self portraits)</p>	<p><b><u>Small World</u></b> – Designing Train tracks (Building the Railway) <b><u>Investigation station</u></b> – looking at and describing items from the past – asking questions about it.</p>	<p><b><u>Role Play</u></b> – Café Weetwood – taking orders, serving, taking money. -Phonemes/tricky words on menu. <b><u>Craft area</u></b> – using different materials to make pictures</p>	<p><b><u>Role Play</u></b> – Travel Agents -Booking holidays around the world. Using world maps to identify continents. - Phonemes/Tricky words on items with er/est endings.</p>	<p><b><u>Role Play</u></b> – Garden Centre - Reading key words on flowers- Sorting seeds depending on phoneme family - Using the equipment correctly for planting</p>	<p><b><u>Role Play</u></b> – Post Office -Reading/Writing and posting letters -Sorting mail/letters out depending on phonemes in name.</p>