

Year 1 Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | Ourselves | Marvellous Magic | Glorious Food | Magnificent Monarchs | Why wouldn't a Bog Baby make a good pet? | Transforming Technology |
| Experiences / Educational Visit | Local Church | Freshwater Company Workshop | Local Market | Royton Library Visit | Forest School | EUREKA |
| Text Focus | Goldilocks and the Three Bears Funnybones by Allan Ahlberg | The Princess and the Wizard Mog's Christmas Calamity | Oliver's Vegetables Lima's Red Hot Chilli Non-Fiction: Menus/Recipes | Queen's Hat Queens Elizabeth: Her Extraordinary Life | Bog Baby Omar, the bees and me | Paddington's Post Grandma's House Now we are Six by A.A Milne (Poetry) |
| English writing genres | Labels & captions Simple sentence writing | Character Descriptions Story retell Recount of a calamity | Narrative Recount | Story Retell Fact File | Letters Instructions Story retell | Letters Narrative Poetry |
| Maths | Number: Place value within 10 Number: Addition & subtraction within 10 | Number: Addition & subtraction within 10 Geometry: Shape | Number: Place value within 20 Number: Addition & subtraction within 20 Number: Place value within 50. | Number: Place value within 50. Measurement: weight & volume Measurement: Length & height | Number: Multiplication & division Number: Fractions Geometry: Position & direction | Number: Place value within 100 Measurement: Money Time: o'clock and half past |
| Science | Animals including Humans Human body and senses | Everyday Materials Properties of materials Grouping materials | Everyday Materials Properties of materials Grouping materials | Animals including Humans Name common animals, carnivores etc | Plants Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. | |

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| | | | | | Know about common plants and plant structure |
| Seasonal change- four seasons and weather | | | | | |
| Computing | Computing systems and networks Technology around us | | Safe use: Use technology safely. Keep personal information private. (Internet Safety Week) Creating Media Digital Writing (email) | | Data and Information Grouping Data Programming B Introduction to animation |
| History | Black History Week (Dr Maggie Alderin-Pocock) Who is she? What did she do? What is so interesting about space? Why does Dr Maggie spend so much time with children? | | | Events beyond living memory that are significant nationally or globally? Queen Elizabeth II (compare with Queen Victoria) Recap of who she is and how she became Queen. Her role and responsibilities Family (including the line of succession) and homes Key dates (inc Jubilee) | Changes in technology within Living Memory/Local History Understand what technology is. Identify different types of common technology today and their purpose. Compare and contrast technology that is important today with their original forms. What's the same / what's different? (Relate to what grandparents used and experienced) |

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| | | | | How was life different when Victoria was Queen? | | <p>What impact has technological advancement had on our lives today.</p> <p>How has technology changed Oldham over the past 50 years.</p> |
| Geography | <p>Locational knowledge Countries of the UK Seas of the UK</p> <p>Skills and Fieldwork Identify UK on maps</p> | <p>Human and Physical Know which is the hottest/coldest season in UK</p> <p>Recognise weather symbols</p> | <p>Place knowledge Know features of hot and cold places in the world</p> | | <p>Skills and field work Know where the equator, North and South Poles are on a globe</p> <p>Know which is N,S,E,W on a compass</p> | <p>Skills and field work Know main differences between city, town and village</p> <p>Know address and postcode</p> |
| RE | <p>Who is a Christian? What do Christians believe God is like?</p> | <p>Why does Christmas matter to Christians?</p> | <p>Beginning to learn Islam; What do Muslims believe and how do they live?</p> | <p>Islamic festivals and family life; What can we learn from the stories of the Prophet?</p> | <p>What does it mean to belong to a faith community?</p> | <p>What can we learn from sacred books and stories?</p> |
| PSHE | <p>What is the same and different about us?</p> | <p>Who is special to us?</p> | <p>What helps us stay healthy?</p> | <p>What can we do with money?</p> | <p>Who helps to keep us safe?</p> | <p>How can we look after each other and the world?</p> |
| PE | Invasion Games | Gymnastics | Dance | Sending and receiving skills | Striking and Fielding | Athletics |
| Art | <p>Portrait:</p> <ul style="list-style-type: none"> Explore mark making Experiment with lines | <p>Using materials: Know how to cut, roll and coil materials.</p> <p>Pattern: Know how to create a repeated</p> | <p>Range of artists: Describe what can be seen and give an opinion about the work of an artist.</p> | | <p>Drawing: Know how to show how people feel paintings and drawings. Know how to use pencils to create lines of</p> | <p>Using Materials: Know how to use ICT to create a picture.</p> |

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| | <ul style="list-style-type: none"> • Range of artists: Yayoi Kusama Describe what can be seen and give an opinion about the work of an artist. • Ask questions about a piece of art. <p>Colour: Know the names of the primary and the secondary colours.</p> | <p>pattern in print. (Calendars)</p> | <p>Ask questions about a piece of art. Artists: Acrimboldo and Goldsworthy</p> | | <p>different thickness in drawings. Colour: Know how to create moods in artwork.</p> | |
| DT | | <p>Designing, Making, Evaluating: Design/make/evaluate Bench fold Christmas Card</p> | | <p>Designing, Making, Evaluating: Design/make/evaluate a Queen's Chariot which moves. Explain to someone else how they want to make their product and make a simple plan before making. Choose appropriate resources and tools. Explain what works well and not so well in the model they have made.</p> | | <p>Food technology: Create a fruit salad</p> <ul style="list-style-type: none"> - Identify fruits for their own salad - Prepare food using chopping, cutting, slicing and peeling to create a fruit salad |

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| | | | | Technical knowledge: Make their own model stronger. | | |
| Music | MMC – Adding rhythm and pitch. | School Production | Listening Centre Genre – Soul / Funk / R&B | Your imagination | Mini Beasts | Hands, feet and heart. |
| Listening and appreciate: Say whether they like or dislike a piece of music. | | | | | | |