

## Year 1 Curriculum Map 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History/Geography</b>	History: What happened in 1666 and how did this change things?			Geography: What makes the UK unique?		
<b>English</b>	Dictated sentence – phonics link			Paddington at the Palace story – Write a description of Paddington – lost poster Katie in London– Write a retell of the story, label characters from the story. Charlie & Lola ‘We must completely go to London’ – speech bubbles- what would a character from the story say, London landmarks description. Katie In Scotland – Write about main parts of story Nessie – Nessie letters/ Nessie questions Write own story		
<b>SPaG</b>			Identify common and proper nouns Identify subject and verb Adding ‘ed’ suffix to verbs Identify the subject, verb and object	Adding ‘ing’ suffix to verbs Identify simple present tense verbs Understand the ‘un’ prefix	Use question marks Use exclamation marks Use the conjunction ‘and’	
<b>Class Novel</b>	Julia Donaldson stories Stories about firefighters, The Great Fire of London stories, homes/ houses books PSHE linked stories Children’s recommendations			Traditional Tales UK based stories Growing/ plant books PSHE linked stories Children’s recommendations		
<b>Mathematics</b>	Count to and across 100, forwards, backwards, from any number and recognise those numbers in numerals.			Compare, describe and solve practical problems for length/height, weight/mass, capacity/volume and time.		

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Count in 2s, 5s and tens.

Represent numbers as objects and on number line.

Understand 'equal to', 'more than', 'less than', 'fewer', 'most' and 'least'.

Understand '+' & '-' and '='.

Recognise and name common 2d shapes e.g. Square, circle, triangle.

Recognise and name common 3d shapes e.g. Cube, cuboids, pyramids and sphere.

Know number bonds and related subtraction facts to 20 e.g.  $9+7=16$ ;  $16-7=9$ .

Add/Subtract 1-digit and 2-digit numbers to 20, including 0.

Solve 1-step problems involving Addition/Subtraction using concrete objects and pictures.

Solve missing number problems  
e.g.  $7 = c - 9$

Solve 1-step problems involving multiplication/division using objects, pictures and arrays with support.

Use shapes, quantities and sets of objects to recognise and name:  
half as 1 of 2 equal parts  
quarter as 1 of 4 equal parts

Measure and begin to record length/height, weight/mass, capacity/volume and time.

Recognise and know the value of different denominations of coins and notes.

Sequence events in chronological order using language.  
e.g. before, after, next, today, etc.- Recognise and use language relating to days of the week, weeks, months and years.

Tell the time to the nearest hour & half past the hour & draw the hands on clock face.

Describe position, direction and movement including whole,  $1/2$ ,  $1/4$  and  $3/4$  turns.  
Relate 'clockwise' to the clock face.

Use vocabulary such as left, right, top, bottom, above, between, near to etc.

Read & write numbers in numerals and words from 1 to 20.

### Revision and consolidation

Number and place value

Addition and Subtraction

Money

Time

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<b>Science</b>	<p style="text-align: center;"><b>Autumn Term Materials</b></p> <p>To distinguish between an object and the material from which it is made.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Identify and name a variety of different materials including wood, plastic, glass, metal, water and rock.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p style="text-align: center;"><b>Seasons – Autumn</b></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the season and how day length varies</p>	<p style="text-align: center;"><b>Spring Term</b></p> <p style="text-align: center;"><b>Animals including humans</b></p> <p>Identify, name and draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Identify and name a variety of animals including fish and amphibians, birds, reptiles and mammals</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets.)</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p style="text-align: center;"><b>Season – Winter &amp; Spring</b></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the season and how day length varies</p>	<p style="text-align: center;"><b>Summer Term</b></p> <p style="text-align: center;"><b>Plants</b></p> <p>Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including roots, stem/ trunk, leaves and flowers.</p> <p style="text-align: center;"><b>Seasons – Summer</b></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the season and how day length varies</p>
<b>Humanities</b>	<p style="text-align: center;"><b>History - The Great Fire of London &amp; Samuel Pepys</b></p> <p>To know about events beyond living memory that are significant nationally: The Great Fire of London.</p> <p>Historical writing – Writing key facts about the event that they have found out.</p> <p>To recall information about the life of a significant individual: Samuel Pepys</p> <p style="text-align: center;">Historical writing – Samuel Pepys diary</p> <p>To recount changes that have occurred in their own life.</p> <p>Historical writing -writing about changes “In the past houses were made from... Now, they are...”</p>	<p style="text-align: center;"><b>Geography - The UK including the local area.</b></p> <p>To talk about the local area.</p> <p>To learn about physical and human geography.</p> <p>To name and locate the countries of The United Kingdom and the surrounding seas.</p> <p>To know characteristics of the four countries of the UK.</p>	

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<b>Computing</b>	<p>To identify an algorithm in scratch junior.</p> <p>To control motion for a sprite in scratch.</p> <p>To controls inputs for our algorithms.</p> <p>To debug simple programs.</p> <p>To create my own sprites.</p> <p>To understand and use loops in coding.</p> <p>To plan my scratch project.</p> <p>To build my scratch project.</p>					
<b>Art and DT</b>	<p><i>Art Collage</i> – The Great Fire of London collage pictures</p> <p>DT- sliders (moving pictures)</p> <p>DT – Fruit kebabs</p> <p>Christmas cards and calendars – seasons</p>			<p><i>Art Drawing</i> - Sketches of UK landmarks</p> <p>Mother’s Day cards</p> <p>Easter cards</p>		
<b>PE</b>	Val Sabin- gymnastics	Val Sabin- gymnastics	Val Sabin- dance	Val Sabin- dance	Val Sabin - games	Val Sabin - athletics
<b>Music</b>	<p>Hey You! Hip Hop   Rhythm in the Way We Walk!   In the Groove</p> <p>Key words- Pulse, Beat.   Reggae/ Hip Hop   Blues, folk,   Pop /musicals</p> <p>Improvisation/ Composition   Actions to music   Links to geography</p>					
<b>RE</b>	Who am I?	What do Christians believe God is like?	What can we learn from stories about Moses?	Why does Easter matter to Christians?	What festivals do Jewish people like to celebrate?	What happens in churches and synagogues? What are the signs of belonging for Christians and Jewish people?
<b>PHSE</b>	Being in my World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me

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