

# YEAR 1 CURRICULUM MAP 2025-2026

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject						
English	<b>Poetry: observational/vocabulary focus &amp; senses</b> Play with words Write a simple sentence based on senses  <b>Fiction: descriptive writing</b> Choose and use of vocabulary appropriate for character descriptions Show some understanding of capital letters and full stops.  <i>The Tiger Who Came to Tea, Judith Kerr</i>  <b>Non-Fiction: persuasion</b> Invitation to convince animals to attend tea party Choice and use of persuasive vocabulary Show some understanding of exclamation marks  <i>The animal tea party, Robyn Smythe</i>  <b>Handwriting</b> Long Legged giraffe letters and capitals I, I, t, u, j, y L, I, T, U, J, Y One armed robot letters and capitals r, b, n, h, m, k, p R, B, N, H, M, K, P	<b>Fiction: Wishing Tale</b> Reveal a character's thoughts. Expose character's desire or goal Join words and phrases, and some clauses, using 'and'  <b>Non-Fiction: Explanation Text</b> Explain how their spaceship will work and catch a star Join words and phrases, and some clauses, using 'and'  <i>How to Catch a Star, Oliver Jeffers</i>  <b>Handwriting</b> Curly caterpillar letters and capitals c, a, d, o, s, g, q, e, f C, A, D, O, S, G, Q, E, F Double ff Double ss	<b>Poetry: Seasonal poem</b> Adopt a conscious control of appropriate word choice within poetry  <b>Fiction: Tradition Tale</b> Children to re-write a traditional tale Write a short story with a beginning, middle and end  <b>Non-Fiction: Instructions</b> Write instructions on how to make Gingerbread men Order of steps Use bullet points or number to separate steps Use imperative verbs  <i>The Gingerbread Man</i>  <b>Handwriting</b> Long legged, one arm robot letters and curly caterpillars Zig-zag monster letters z, v, w, x Double zz Mixing letter families Capital letters	<b>Fiction: Recount</b> Write a recount from the Ginger Bread Man's perspective Simple question at the end  <b>Non-Fiction: Information text &amp; recount</b> Write information about an animal that they have learnt in science that they will see at Odds Farm Write a recount about the trip to Odds Farm Use plural -s or -es, Suffixes -er, -est  <i>The Gingerbread Man and other Traditional Tales</i>  <b>Handwriting</b> Numbers 0-9 ck and qu Long vowel phonemes: ai, igh, oo, ee, oa, Vowels with adjacent consonants	<b>Poetry: Rap with a local poet, Simon Mole</b>  <b>Fiction: Setting description</b> Write a setting description based on an image from the book  Write a character description based on a monster from the book  <i>Where the Wild Things Are, Maurice Sendak</i>  <b>Handwriting</b> Numbers 10-20 and spacing Unjoined and diagonal join to ascender, ch Unjoined and diagonal join, no ascender ai	<b>Fiction: Journey Tale</b> Story based on places around Maidenhead Using exclamation marks, question marks  <b>Non-Fiction: Information</b> All about London Using prefix -un  <i>Katie in London, James Mayhew</i>  <b>Handwriting</b> Unjoined and horizontal join to ascender, wh Unjoined and horizontal join, no ascender, ow
English (Spelling/Phonics)	Revise and Blend Floppy's Phonics Books 18-20	Revise and Stretch Floppy's Phonics Books 21-22	Revise and Stretch Floppy's Phonics Books 23-24 Alternative Spellings Floppy's Phonics 25-26	Alternative Spellings Floppy's Phonics 27-30 Split digraphs Phonics Screening / revision		
MATHS	<b>White Rose</b> Place value within 10 Addition Subtraction within 10  <b>Mastering Number</b> Practise subitising Composition of 5 Composition of 6, 7, 8 and 9 as '5 and a bit' Compare sets of objects by matching Comparison language: more than and fewer than Order of numbers to 10, with 'staircase' pattern '1 more' or '1 less' and apply this to sets of objects Numbers made with 'doubles' Even numbers: 2 equal parts	Addition Subtraction within 10 Shape  Odd and even numbers Composition of 6 Composition of 8 Composition of 10 Representations of ordinality Compare number tracks and number lines	Place Value within 20 Addition & subtraction within 20  Composition of 7 Composition of 9 Odd and even numbers Explore the concept of part-part-whole: language of 'whole', 'split' and 'part' Explore how numbers can be partitioned (systematic approach) Represent ways to partition numbers in a 'number house'	Place value within 50 Length & Height Mass & volume  Systematic partitioning of numbers within 10 Connect 2 equal parts to doubling and halving '1 more than' and '1 less than' (odd/ even numbers) Adding or subtracting 2 to odd/ even numbers Composition of even numbers to subtract from 6, 8 and 10 (partitioning and reduction structures) Composition of odd numbers to subtract from 5, 7 and 9 (partitioning and reduction structures)	Multiplication & division Fractions Position & direction  Composition of 11 to 15 as '10 and a bit' Position of the numbers 11 to 15 on the number line Recap midpoint on a 0 to 10 number line and see that 10 is the midpoint on a 0 to 20 number line. Read, write and interpret expressions and equations with + and = symbols Identify the total/ sum Practise recalling the composition of the numbers 6, 7, 8 and 9	Place value within 100 Money Time  Composition of 11 to 19 as '10 and a bit' Range of representations Read, write and interpret expressions and equations with the - and = Composition of 5, and 6 to 9 as '5 and a bit' Practise applying knowledge of composition when adding or subtracting Focus on the composition of 10 and doubles within 10
SCIENCE	<b>Materials</b> Explore materials: wood, plastic, glass, metal, rock Objects and materials Melt and freeze Float or sink? Does it absorb water? Investigation  <b>Seasonal Changes</b> Changes in Autumn Collect and record data	<b>The Human Body</b> Name and identify parts Draw and label parts of the human body Senses: sight, sound, taste, touch, smell  <b>Seasonal Changes</b> Changes in Winter Collect and record data	<b>Planting</b>  <b>Animals</b> Mammals Birds Fish Amphibians Reptiles Comparing and grouping Carnivores Herbivores Omnivores	<b>Caring for the planet</b> Why is it important to care for the planet? How can we care for the planet?  <b>Seasonal Changes</b> Changes in Spring Collect and record data  <b>Planting</b> Observations ODDS FARM TRIP	<b>Plants</b> Plant parts Tree parts Wildflowers and gardens Plants in my local area Deciduous trees Evergreen trees Trees in my local area  <b>Planting</b> Observations Butterfly lifecycle observation	<b>Growing &amp; cooking</b> Where does food come from? What have we planted and grown? Can we cook what we have grown?  <b>Seasonal Changes</b> Changes in Summer Collect and record data
ART	Self Portraits <b>Shape, pattern &amp; texture</b> Collage and rubbings Drawing leaves  PTA Rangoli pattern competition	<b>Line &amp; colour</b> Line drawings Fireworks  PTA Rangoli pattern competition	<b>Weaving &amp; Pattern</b> Margot Selby Cutting, tearing, folding Weaving paper Weaving printed images Art Week: Block printing workshops with visiting artist		<b>Colour &amp; Texture</b> Painting techniques Primary/secondary colours Colour mixing  (Seasonal tree)	
DT	Junk modelling Robots		Make gingerbread men	Easter pop up card		Fruit tasting Design, make and evaluate a fruit salad
COMPUTING	Algorithms & debugging (Beebots) Logging on to a computer		Introduction to computers and networking Logging on Finding a programme Purple mash- 2code Numbots	Internet Safety	Internet Safety	
GEOGRAPHY		<b>Around our School</b> <b>Alwyn &amp; the park</b> Human features Compass points		<b>Settlements: Our Town, Maidenhead</b> Settlements- town Physical & human features		<b>Settlements: London, capital city of England</b> Where is the UK? Human & physical features

		<b>Trip to the park</b> Plan and walk a route		Compass points What is here? Compare to a village		Key landmarks Compare to a town (Maidenhead)
<b>HISTORY</b>	<b>How have toys changed over time?</b> Living Memory What are our toys like today? How have they changed? Old and new toys? Parents and grandparents toys. <b>Toy museum</b>		<b>History of Alwyn</b> <b>Local study</b> Alwyn Now What was year 1, reception and nursery like? Alwyn in the past.		<b>Homes</b> Our homes How have our homes changed? Comparing homes. Past homes <b>Trip to Bekonscot Model Village</b>	
<b>MUSIC</b>	<b>Hey You!</b> (Hip Hop/Rap) How pulse, rhythm and pitch work together.  Harvest songs	<b>Rhythm in the Way we Walk</b> (Reggae) Pulse, rhythm and pitch, rapping, dancing and singing.  <b>Christmas songs</b> <b>Performance</b>	<b>In the Groove</b> (Blues, Bhangra, Folk, Funk) How to be in the groove with different styles of music	<b>Round and Round</b> (Bossa Nova)  Pulse, rhythm and pitch in different styles of music.	<b>Your Imagination</b> (Pop) Composition	<b>Recorders</b> Reading music- BAG  <b>Class performance</b>
<b>PE</b>	Fundamental Multi-Skills (ABCs) (basic movements, balance, agility, coordination)	Dodgeball (Ball Skills) (team games, developing simple tactics for attacking and defending.)  <b>Diwali Dance Workshops</b>	Racket Pack (Racket Skills) (basic movements, balance, agility, coordination)	Pillo Polo (Hockey) (team games, developing simple tactics for attacking and defending.)	Athletics (basic movements, balance, agility, coordination)	Striking & Fielding (team games, developing simple tactics for attacking and defending.) <b>Sports Fortnight: visiting sports coaches &amp; Activity day</b>  <b>Sports Day</b>
	<b>Gymnastics</b> Weight bearing physical activity, listening to instructions and taking action	<b>Gymnastics</b> Observing and making full or part body muscle movement patterns	<b>Gymnastics</b> Using vaults apparatus to develop agility, balance and coordination	<b>Gymnastics</b> using bench/beam apparatus to develop agility, balance and coordination	<b>Gymnastics</b> Using ropes apparatus to develop agility, balance and coordination	<b>Gymnastics</b> Using the bars apparatus to develop agility, balance and coordination
<b>PSHE</b>	<b>Me and My Relationships</b> Feelings Getting help Classroom rules Special people Being a good friend <i>Class rules / Alwyn aims</i> <i>Thinking about feelings</i> <i>Our Feelings</i> <i>Feelings &amp; bodies</i> <i>Listening</i>	<b>Valuing Difference</b> Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help <i>Same or different?</i> <i>Unkind, tease or bully?</i> <i>School rules/ Fairness</i> <i>Special people</i>	<b>Keeping Myself Safe</b> How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep <i>Healthy me / Super sleep</i> Who can help? <i>Feelings of loss</i> <i>Pants rule</i> <i>Sharing pictures</i>	<b>Rights and responsibilities</b> Taking care of things: Myself My money My environment <i>Regular hygiene</i> <i>Looking after the school</i> <i>Taking care of something</i> <i>Looking after money</i> <i>Basic First Aid</i> <i>Mothers' day</i> <b>NSPCC Speak Out Stay Safe</b>	<b>Being My Best</b> Growth Mindset Healthy eating Hygiene and health Cooperation <i>Eat a rainbow / Eat well</i> <i>Catch it! Bin it! Kill it!</i> <i>Learn a new skill</i> <i>Pass on the praise</i> <i>Behaviour affects others</i>	<b>Growing and Changing</b> Getting help Becoming independent My body parts Taking care of self and others <i>Inside my body</i> <i>Taking care of a baby</i> <i>Then and now</i> <i>Who can help?</i> <i>Surprises and secrets</i> <i>Keeping privates private</i>
<b>RE</b>	<b>Theme: Creation Story</b> Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity  Harvest: Thank you	<b>Theme: Christmas</b> Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity <b>Visit from church</b>	<b>Theme: Jesus as a friend</b> Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christian	<b>Theme: Easter - Palm Sunday</b> Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity <b>Visit from Church</b>	<b>Theme: Shabbat</b> Key Question: Is Shabbat important to Jewish children? Religion: Judaism <b>Visit from the Rabbi</b>	<b>Theme: Rosh Hashanah and Yom Kippur</b> Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism