

# YEAR 1 CURRICULUM MAP 2024-2025

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject							
<b>English</b> (Reading/Writing)		<p><b>Composition</b> Sentences have a naming part and doing part Sentences have a naming part, doing part and where/when part Talk in single clause sentences (2 or 3 parts) Say a sentence before writing it Write a single clause sentence (2 or 3 parts)</p> <p><b>Transcription</b> Name the letters of the alphabet Use word spaces, capital letters and full stops Use a capital letter for 'I' Sit at the table, position the paper and hold the pencil with a tripod grip Write recognisable letters, starting in the correct place mostly correctly formed Form capital letters accurately Write the digits 0-9 accurately</p> <p><b>Grammar</b> Know that a noun is the name of a person, object or place Introduce determiners, go before a noun</p> <p><b>Books:</b> <i>The Naughty Bus</i> <i>Dogger</i> <i>Dear Zoo</i> <i>Dear Santa</i></p>		<p><b>Composition</b> Talk in multi clause sentences with coordination using 'and' (naming part + doing part and naming part + doing part) Write multi clause sentences with coordination using 'and' (naming part + doing part and naming part + doing part) Say linked sentences with a stop in between (hit head?) Write linked sentences with a full stop and capital between</p> <p><b>Transcription</b> Write recognisable letters, starting in the correct place mostly correctly formed Use capital letters for proper nouns Read own writing aloud Write simple dictations accurately</p> <p><b>Grammar</b> Know that 'and' joins words in a sentence Know 'and' is a conjunction that joins clauses Identify determiners and nouns in a sentence</p> <p><b>Spellings (beyond phonics)</b> Use plural -s or -es correctly Use suffix -ing, -ed (no change to root word) accurately</p> <p><b>Books:</b> <i>Giraffes Can't Dance</i> <i>Traditional Fairy tales</i> <i>Animal non-fiction and poems</i> <b>Book Week: Visiting author</b></p>		<p><b>Composition</b> Say questions with correct intonation Talk in a variety of sentences (some single clause, some multi clause coordinated sentences) Write a series of linked sentences with correct capital letters and full stops Recognise beginning, middle, end structure of short narrative</p> <p>Read own work aloud to check for sense</p> <p><b>Transcription</b> Write question sentences with question marks Write simple dictations accurately Write recognisable letters, starting in the correct place mostly correctly formed</p> <p><b>Grammar</b> Know that exclamation marks show strong feelings Begin to understand verbs as action words</p> <p><b>Spelling (beyond phonics)</b> Spell the days of the week Use prefix un- correctly Suffix er, est (no change to root word)</p> <p><b>Books: Katie in London</b> <i>Hungry Caterpillar</i> <i>Butterfly Non-fiction</i> <i>Handa's Surprise</i></p>	
<b>English</b> (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 <b>Phonics Screening</b> / revision	
<b>MATHS</b>	<b>White Rose</b>	Place value within 10 Addition Subtraction within 10	Addition Subtraction within 10 Shape	Place Value within 20 Addition & subtraction within 20	Place value within 50 Length & Height Mass & volume	Multiplication & division Fractions Position & direction	Place value within 100 Money Time
	<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	Odd and even numbers Composition of 6 Composition of 8 Composition of 10 Representations of ordinality Compare number tracks and number lines	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'	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)	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	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
<b>SCIENCE</b>		<p><b>Materials</b> Explore materials: wood, plastic, glass, metal, rock Objects and materials Melt and freeze Float or sink? Does it absorb water? Investigation</p> <p><b>Seasonal Changes</b> Changes in Autumn Collect and record data</p>	<p><b>The Human Body</b> Name and identify parts Draw and label parts of the human body Senses: sight, sound, taste, touch, smell</p> <p><b>Seasonal Changes</b> Changes in Winter Collect and record data</p>	<p><b>Planting</b></p> <p><b>Animals</b> Mammals Birds Fish Amphibians Reptiles Comparing and grouping Carnivores Herbivores Omnivores</p>	<p><b>Caring for the planet</b> Why is it important to care for the planet? How can we care for the planet?</p> <p><b>Seasonal Changes</b> Changes in Spring Collect and record data</p> <p><b>Planting</b> Observations <b>ODDS FARM TRIP</b></p>	<p><b>Plants</b> Plant parts Tree parts Wildflowers and gardens Plants in my local area Deciduous trees Evergreen trees Trees in my local area</p> <p><b>Planting</b> Observations Butterfly lifecycle observation</p>	<p><b>Growing &amp; cooking</b> Where does food come from? What have we planted and grown? Can we cook what we have grown?</p> <p><b>Seasonal Changes</b> Changes in Summer Collect and record data</p>
<b>ART</b>		Self Portraits <b>Shape, pattern &amp; texture</b> Collage and rubbings Drawing leaves	Line & colour Line drawings Fireworks <b>PTA Rangoli pattern competition</b>	<p><b>Weaving &amp; Pattern</b> Margot Selby Cutting, tearing, folding Weaving paper Weaving printed images <b>Art Week: Block printing workshops with visiting artist</b></p>		<p><b>Colour &amp; Texture</b> Painting techniques Primary/secondary colours Colour mixing  (Seasonal tree)</p>	
<b>DT</b>		Junk modelling Robots		Make gingerbread men	Easter pop up card		Fruit tasting Design, make and evaluate a fruit salad
<b>COMPUTING</b>		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
<b>GEOGRAPHY</b>			<p><b>Around our School</b> <b>Alwyn &amp; the park</b> Human features Compass points <b>Trip to the park</b> Plan and walk a route</p>		<p><b>Settlements: Our Town, Maidenhead</b> Settlements- town Physical &amp; human features Compass points What is here? Compare to a village</p>		<p><b>Settlements: London, capital city of England</b> Where is the UK? Human &amp; physical features Key landmarks Compare to a town (Maidenhead)</p>

<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 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 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>Divali 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> <i>Who can help?</i> <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>Divali Dance Workshops</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