

Curriculum intent/vision: to allow our pupils to believe in themselves and be confident that they can overcome the barriers they face. Help them to develop a love of learning, challenge themselves, have the freedom to explore their own interests and appreciate that learning can be difficult.

Year 1 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle	Into the forest	Iggy Peck Architect	Poles Apart	Fi Fi Fo Fum	Wheels Wings and Things	Under the Sea
English Texts	Into the forest (CLPE) Rapunzel (CLPE), Hansel & Gretel, Little Red The last wolf (CLPE) Where the wild things are (CLPE)	Iggy Peck architect On sudden hill (CLPE) The building boy	Leaf (CLPE) Lost and found Meerkat mail Poles apart The emperors egg (CLPE)	Once there were giants Smartest giant in town Grandad's secret giant Jim and the beanstalk The giants of Jum	Mr Gumpy's motor car Naughty bus (CLPE) 100 decker bus Emma Jane's aeroplane Mrs Armitage on wheels Oi get off our train The great balloon hullabaloo	The snail and the whale (CLPE) The storm whale (CLPE) Dear Greenpeace Dougal deep sea diver Into the blue Big book of the blue
Written Outcomes	Writing in role, recounts, narrative, poetry, explanation	Instructions, speech, thought bubbles, diaries	Brochures, letters, poetry, narrative, non-chronological reports	Narrative Traditional tales	Speech bubbles, class books, captions, labels	Instructions, recounts, newspaper reports, setting descriptions
GPS	Ready to Write Leaving spaces between words Terminology for pupils: •letter •word Punctuating Sentences Introduction to capital letters and full stops to demarcate sentences Beginning to punctuate sentences using a capital letter and full stop Terminology for pupils: Sentence, capital letter, punctuation, full stop Name the letters of the alphabet in order Begin to form lower case letters in the correct direction, starting and finishing in the right place Form capital letters	Sentences How words can combine to make sentences Terminology for pupils: word, sentence Capital Letters 1 Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Capital letters for names and for the personal pronoun I Handwriting: Form digits 0-9 Mathematics: Recognise and use language relating to dates, including days of the week, weeks, months and years	Conjunctions Joining words and joining clauses using 'and' How words can combine to make sentence Terminology for pupils: word, sentence Exclamations Introduction to exclamation marks to demarcate sentences Beginning to punctuate sentences using an exclamation mark	Capital Letters 2 Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Questions Introduction to question marks to demarcate sentences Beginning to punctuate sentences using a question mark	Singular and Plural Regular plural noun suffixes s or es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Terminology: singular, plural Prefixes How the prefix un changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Suffixes Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Spelling: Apply the spelling rules for adding the endings ing, ed and er to verbs where no change is needed to the root word Sequencing Sentences Sequencing sentences to form short narratives
Science	Habitats animals Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivorous, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, Birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Seasons - all year Observe changes across the four seasons. Observe and describe weather associated with the seasons and how the day length varies.	Materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.		Growing plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.		Animals of the deep Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivorous, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, Birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Geography	Mapping of local woodland	Landmark buildings of the UK	N and S Poles N and S hemispheres Equator Human/physical features Comparison to Bingley		Town and country Compare human and physical features UK geography Countries and capitals	Continents and oceans of the world UK seas (recap UK)

History		Local study old and new buildings When UK landmarks were built (timeline) and by who London, Buckingham Palace The Queen		How old is your Grandad? How was life different when they were your age (60's,70's)	Transport timelines Transport firsts Transport now and then	
Art		Sculpture	Warm and cold colours Create washes for backgrounds	Textiles	Collage Painting	Printmaking
D&T	Build structures – Hansel and Gretel's house	Structures linked to buildings and topic	Joining materials	Food	Mechanisms axels and wheels	
Computing	Unit 1.1 Online Safety & Exploring Purple Mash Number of Weeks – 4 Tools Used – Avatar creator Paint Projects Writing Templates 2Count (Pictograms) 2Explore (Music) Unit 1.2 Grouping & Sorting Weeks 2 Programs – 2Quiz	Unit 1.3 Pictograms Weeks – 3 Programs – 2Count 2Connect Unit 1.4 Lego Builders Weeks – 3 Programs – 2Quiz Paint Projects Writing Templates	Unit 1.5 Maze Explorers Weeks – 3 Programs – 2Go	Unit 1.6 Animated Story Books Weeks – 5 Programs – 2Create A Story	Unit 1.7 Coding Weeks – 6 Programs – 2Code	Unit 1.8 Spreadsheets Weeks – 3 Programs – 2Calculate Unit 1.9 Technology outside school Weeks – 2 Programs – Writing Templates
RE	Thanking God for nature, the wonder of nature, thankfulness for nature Exploring the Biblical Creation story, Harvest festivals (Christianity), Sukkot (Judaism) and care of the natural world (Islam) Light – choose from Advent, Christingle (Christianity), Diwali (Hinduism), Hannukah (Judaism) Christmas and how light is used in the celebration of Christmas?		Belonging – belonging to a family and groups both in and out of school. Welcoming babies in to the family. Welcoming ceremonies. Choose from: Christening/dedication/baptism (Christianity), Aqiqah (Islam) etc People who belong to religious communities: visit from a Christian, visit from a person of a different faith. What it means to belong to a religious community. How do our actions reflect our values? Easter – giving up something for love		Books and stories – Holy books and how they are handled. Choose from: Bible/lecturn (Christianity) Guru Granth Sahib/Chauri (Sikhism) Qur'an/Qur'an stand (Islam) Torah/Ark (Judaism) Bhagavad Gita/Stand (Hinduism) Tripitaka (Buddhism) Select stories from books chosen to show care and concern eg: David and Goliath, David and Jonathan – Judaism/Christianity The cat and the dog, The crying camel - Islam	
PE	Multi Skills- leading to games activities	Activities developing sending and receiving skills Multi skills – catching and throwing	Simple movements working towards gymnastics Fundamental movement skills	Activities leading to dance Developing basic skills for Games	Basic invasion games -simple attacking and defencing skills Basic skills bat and ball	Basic skills for athletics Basic skills for Net/wall
PSHCE	Me and my relationships Includes feelings/ emotions/conflict resolution/friendships I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings. I know when I need help and who to go to for help. I can tell you some different classroom rules.	Valuing difference Includes British Values focus I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not.	Keeping myself safe Includes aspects of relationships education (Internet safety and drugs at KS2) I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy. I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)	Rights and responsibilities Includes money/living in the wider world/ environment I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.	Being my best Includes keeping healthy/ growth mindset/goal setting/achievement I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	Growing and changing Includes RSE related issues I can identify an adult I can talk to at both home and school if I need help. I can tell you some things I can do now that I couldn't do when I was a toddler. I can tell you what some of my body parts do.
Music	Ourselves - The children explore ways of using their voices expressively. They develop skills of singing while performing actions and create an expressive story. Number - The children develop a sense of steady beat through using movement, body percussion and instruments.	Animals - The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences. Weather - The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.	Machines - The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo. Seasons - The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games.	Our school - The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography. Pattern - The children develop an understanding of metre – groups of steady beat – through counting, body percussion and reading scores.	Storytime - The children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance. Our bodies - The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.	Travel - The children develop their performance skills and learn songs about travel and transport from around the world. Water - The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.
Social action	Link with a community group which cares for animals.					
Trips visits and visitors	Walks to local woods	Bingley walk work with architect	Yorkshire wildlife park	Visit from someone who can assist with animating a story or filming book reads	Train ride – steam and electric	Filey/seaside trip