Year 1 Curriculum Map

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
RE	<u>Creation and Covenant</u> In this unit children will hear and retell the story of Creation (Genesis 1:1) They will learn that God created our world and that we are responsible for taking care of it. (Laudato Si') Children will also learn the importance of prayer and learn some of the words of The Our Father and The Creed.	<u>Prophecy and Promise</u> In this unit children will hear and retell the Christmas Story with a focus on the importance of Mother Mary. They will learn the Hail Mary Prayer and begin to join in with The Gloria. Children will also recognise that angels bring God's message and that Jesus is the Son of God.	<u>Galilee to Jerusalem</u> In this unit children will begin to hear and identify the people that encountered Jesus in his ministry. They will hear several stories about Jesus from Luke's gospel, including the Presentation, the call of the disciples and Zacchaeus. They will learn that Jesus cared deeply for all people.	<u>Desert to Garden</u> Children will begin by making connections between Jesus' time in the desert and the way we as Catholics behave during Lent. Children will then explore the journey of Jesus as he enters Jerusalem from Palm Sunday, through the Last Supper, Jesus' new commandment and finally his crucifixion. The children will learn that Jesus died on the cross and then rose again.	<u>To The Ends of The Earth</u> In this unit children will hear the story of Jesus on the Road to Emmaus, the Ascension and Pentecost. They will be able to retell the full narrative cycle of Jesus' birth, life, death, resurrection and return to heaven. They will also hear about the gift of the Holy Spirit and learn how this helped the Disciples and the early church.	<u>Dialogue and Encounter</u> In this unit children will begin to identify what being a Catholic means to them and how they live their lives. Children will spend time in their Parish Church, meet and spend time with the Parish Priest and the people of the Parish. Children will experience the importance of prayer as a way of talking with God. This unit also covers some simple similarities between the Catholic Faith and Judaism. Children

						will learn that Jews believe in one God, that they also have a special book (Torah) and that they have special clothes to wear.
English	<u>Simple Words and Sentences</u> The children begin the year focusing on applying their phonics knowledge to spell simple CVC, CVCC and CCVC words. This develops into the children writing simple sentences with a focus on learning the non-negotiables of sentence writing - capital letters, finger spaces, punctuation, correct formation and letters on the line.	<u>Fragments and Sentences</u> The children learn to identify the 'who' (subject) and 'what doing/like' (predicate). Children then use this knowledge to identify when words are fragments or sentences. Children learn how to convert fragments into sentences, using the correct capitalisation and punctuation. <u>Sentence Types - Statements</u> Children learn	<u>Sentence Types - Commands</u> Children learn how to identify when a sentence is a command. Children orally rehearse commands for a variety of images before writing their own. Children are encouraged to independently write their own commands using the non-negotiables of sentence writing. <u>Sentence Types - Questions</u> Children learn how to identify	*'when'* Children develop and write 'when' questions using the correct punctuation. Children identify, understand and respond to 'when' questions. Children learn prepositional language for time to then expand kernel sentences by answering 'when'. '*who'* Children develop and write 'who' questions using the correct	<u>Basic Conjunctions - 'and'</u> Children learn that the conjunction 'and' can be used to join clauses. Children learn how to join two 'what doing' clauses using the conjunction 'and'. Children learn how to join two 'who' clauses using the conjunction 'and'. <u>Basic Conjunctions - 'because'</u> Children learn to	<u>Basic Conjunctions - 'but'</u> Children learn to complete sentence stems using 'but'. Children learn to write sentences using 'but' using the non-negotiables of sentence writing. <u>Basic Conjunctions</u> Children learn to write a variety of sentences using all of the basic conjunctions, 'and', 'because', 'but' and 'so'.

	<u>Scrambled Sentences</u> Children are given a variety of scrambled simple sentences and learn how to order the words independently. The children learn to write out these sentences using the non-negotiables of sentence writing with a focus on children developing their independent skills.	how to identify when a sentence is a statement. Children orally rehearse statements for a variety of images before writing their own. Children are encouraged to independently write their own statements using the non-negotiables of sentence writing.	when a sentence is a question. *'what'* Children develop and write 'what' questions using the correct punctuation. Children identify, understand and respond to 'what' questions. Children expand kernel sentences by answering 'what'. *'where'* Children develop and write 'where' questions using the correct punctuation. Children identify, understand and respond to 'where' questions. Children learn prepositional	punctuation. Children learn different nouns to then expand kernel sentences by answering 'who'. Children learn adjectives to further expand kernel sentences by making nouns more precise. '*why'* Children develop and write 'why' questions using the correct punctuation. Children identify, understand and respond to 'why' questions. Children are first introduced to the basic conjunction 'because' and use this to expand kernel sentences	complete sentence stems using 'because'. Children learn to write sentences using 'because' using the non-negotiables of sentence writing. <u>Basic Conjunctions - 'so'</u> Children learn to complete sentence stems using 'so'. Children learn to write sentences using 'so' using the non-negotiables of sentence writing.	<u>Verb Tense</u> Children learn how to correctly write in the past tense using the suffix -ed. Children learn to write individual verbs and use them within sentences.

			language for location to then expand kernel sentences by answering 'where'.	by answering 'why'. '*how'* Children develop and write 'how' questions using the correct punctuation. Children identify, understand and respond to 'how' questions. Children are first introduced to adverbs and taught the -ly, -ily spelling rule to then expand kernel sentences by answering 'how'.		
Maths	<u>Numbers 1-10</u> Children will learn to recognise, count, write and order with	<u>Addition within 10</u> Children will begin by completing whole-part models and then	<u>Length and Height</u> Children will learn the language around height and	<u>Subtraction</u> In this unit children will be introduced to the subtraction and	<u>Multiplication and Division</u> Children begin this unit with skip counting in 2s, 5s	<u>Numbers to 100</u> Children consolidate their place value learning by

	numbers to 10. Children will gain a deep understanding of the structure of numbers to 10 and know they can be made with smaller numbers. Children will also explore number lines and number tracks.	move on to finding the total and parts in simple addition problems. Children will learn to use the addition and equality symbols when recording addition. Children will then explore how to use pictures, bar models and number lines to solve number sentences by counting all and then by counting on. Children will finish this unit by learning number bonds to 10 and encounter how working systematically can help with accuracy and fluency.	length. They will explore how we can order items by their length or height and finish by using non-standard measures to determine length/height. Children will identify items longer/taller/shorter than one meter. <u>Numbers to 20</u> Building from their previous unit of Numbers to 10 children will learn how teen numbers are made from “10 and a bit”. Children will explore a range of representations for teen numbers, including Numicon, Base 10 and 20 frames. Children will again learn to	equality symbol and use these to record simple subtraction number sentences. Children will explore a variety of methods for solving subtraction problems including, crossing out, counting back and using a number line. Children will finish this unit by identifying fact families. <u>Numbers to 50</u> As with previous place value units children will learn how to recognise, count, write and order with numbers to 50. Children will focus on the structure of these numbers by identifying how many tens and	and 10s. Children are introduced to counting sticks to help develop fluency in counting. Children use money (1p, 2p, 5p and 10p coins) to strengthen their understanding. Children finish the unit by identifying equal and unequal groups.	recognising, counting, writing and ordering numbers to 100. Children learn to identify the amount of tens and ones in each number and use this knowledge to place each number on a number line/number square. <u>Shape</u> In this unit children will learn to name and identify the properties of both 2D and 3D shapes. <u>Time</u> In this unit children will learn to tell the time to o’clock and half past the hour.

			recognise, count, write and order but now with numbers to 20.	ones each number has. Children will also begin to explore the position of these numbers on both number lines and number square.		
Science	<u>Animals (Including Humans)</u> In this unit children learn about the five main animal categories - Mammals, Fish, Reptiles, Birds and Amphibians. Children learn the features of each of these animal types, including the diet of each of them.		<u>Materials</u> In this unit children explore the properties of different materials. We begin by learning 8 materials (paper, wood, metal, fabric, glass, rock, plastic and elastic) The children then explore how light, liquid and magnets react to each of these materials.	<u>Habitats</u> In this unit the children explore two contrasting habitats - The Arctic and the Desert. Children discover the features of each of these habitats and begin to compare them. They also identify animal adaptations for each habitat. (Camel and Polar Bear)	<u>Forces</u> In this unit children explore how objects and materials can be changed. We start with twisting, squashing, bending and stretching. We then move on to learning pull and push forces. The children finish this unit identifying the difference between a large or small force.	<u>Plants</u> In this unit children have the opportunity to grow their own plants learning to understand what they need to grow successfully. Children will also learn the different parts of flowers and trees. They will begin to identify some trees, leaves, plants and flowers that are native to the UK.
History	<u>History of Blackpool</u> In this unit we develop an understanding of how Blackpool has changed over time. We work as historians, analysing source evidence		<u>History of Blackpool</u> In this unit we develop an understanding of how Blackpool has changed over time. We work as historians, analysing source evidence		<u>History of Blackpool</u> In this unit we develop an understanding of how Blackpool has changed over time. In this unit we develop an understanding of how	

	to understand the similarities and differences between the seaside now and in the past.	to understand the similarities and differences between the piers now and in the past.	Blackpool has changed over time. We work as historians, analysing source evidence to understand the similarities and differences between the key tourist attractions now and in the past. e.g Blackpool Pleasure Beach.
Geography	Seasons In this unit, we learn about the four seasons and how they are linked to the months of the year. We explore how seasons affect the weather, including changes in temperature and common types of precipitation. We learn what temperature means, how it can be measured and how seasonal changes influence the clothes we wear.	My School In this unit, we learn what a map is and look at different examples of maps. We learn key directional language, including the four compass points, and use this to navigate different examples of maps in and around our school.	Local Area In this unit, we learn that we live on the coast in a town called Blackpool and identify the area local to our school. We explore key human and physical features in the local area and develop map skills by locating these human and physical features on an aerial map.
Art	Spirals In this unit we learn how to form a spiral shape, we use a range of materials to create continuous line drawings, learning how to look closely at details.	Watercolours In this unit we learn the basics of using water colours. We learn different techniques when using watercolour paints, including the wet in wet technique and varying the shade of our colour.	Flora and Fauna In this unit we take a close look at the flora and fauna found in our local area. We focus on small details as we produce mixed media colleges.
Design Technology	Free-Standing Structures In this unit the children are introduced to the word structures. They are given time to explore and play to discover what makes a strong and secure	Sliders and Levers In this unit the children are tasked with designing their very own page in a book. We start by investigating sliders and levers in the books of our	Fabulous Fruit In this unit we design and create our own rainbow fruit skewer. Children are invited to taste a rainbow of fruits and learn how to use simple kitchen

	structure. We concentrate on how to make strong joins and which materials are the most effective. For our final product we build our own playground equipment for “Tiny” (our classroom friend)		classroom. We then learn how to make a range of sliders and levers before finally designing our own page. Each page is then combined to create a special classroom book.		equipment to prepare this fruit. We then take a trip to a local supermarket to purchase fruit before combining all of our learning to make our final product.	
Computing	<u>Computing Systems and Networks - Improving Mouse Skills</u> In this unit we develop mouse skills by learning how to log in and navigate around a computer while creating digital artwork.	<u>Programming 1 - Creating Media - Digital Writing</u> In this unit we explore commands and instructions through a range of unplugged games and activities and develop an understanding of key programming vocabulary.	<u>Skills Showcase - Design and Launch a Rocket</u> In this unit we develop keyboard and mouse skills by designing rockets, creating digital materials lists, using drawing software and recording data.	<u>Programming 2 - Bee-Bots - Direction and Precise Instruction</u> In this unit we explore commands, instructions and errors through the use of a Bee-Bot.	<u>Creating Media - Designing a Photostory</u> In this unit we develop photography and image editing skills to capture photos to create an adventure story.	<u>Data Handling - Data Representations</u> In this unit we learn what data is, why it is useful and the different ways that it can be gathered.
PE	<u>Dance</u> In this unit children will explore movement through simple dances, learning to perform and remember short movement patterns. They will use their bodies	<u>Gymnastics</u> The children will perform a range of animal movements, such as crab, caterpillar, bunny hops, and bear walks, showing coordination and control. They will also practise	<u>Athletics</u> The children will learn to accelerate from a starting position, run at speed, and change direction with increasing control. They will also develop coordination and control by jumping	<u>Kicking</u> The children will develop control and accuracy when kicking a ball and learn to use kicking skills in a range of simple games. They will practise kicking with both feet to improve	<u>Over/Underarm throwing</u> The children will learn to throw into space during games, using both overarm and underarm techniques with increasing consistency. They will also develop	<u>Bouncing and Catching</u> This unit focuses on developing ball skills, with children practising bouncing a ball with control while moving and catching a beanbag or ball with increasing

	to express ideas and feelings, developing coordination, control, and confidence while moving to music.	balancing on large body parts and performing jumps with different shapes in the air, including star, straight, and tuck.	two feet to two feet safely and rolling a ball underarm using the opposite foot to their throwing arm.	balance, coordination, and confidence	accuracy when throwing towards a target.	consistency. They will also learn to adjust their position to the path of the ball in order to catch it successfully.
Music	<u>My Musical Heartbeat</u> In this topic, children are introduced to the beat of the music. They begin by learning that every piece of music has a pulse or a beat the heartbeat of the music. Children explore finding the beat in different pieces of music and demonstrate this through movement.	<u>Dance, Sing and Play</u> In this unit the children develop their understanding of rhythm and pitch. They will be able to identify different styles of music as well as the pulse. Children will recognise that these elements are the building block for musicians to create songs.	<u>Exploring Sounds</u> In this unit, children develop their understanding of tempo and dynamics. They will be able to discuss the tempo and dynamics of different styles of music. Children will continue to develop their singing skills and understand the importance of warming up their voice.	<u>Learning To Listen</u> In this unit, the children will combine their understanding of pulse, rhythm and pitch. They will be able to discuss the difference between pulse, rhythm and pitch of different styles of music as well as commenting on other musical elements.	<u>Having Fun With Improvisation</u> In this unit, children will explore songs which relate to daily tasks with a clear focus on improvising. Children will complete a range of tasks to develop their confidence in improvising. They will continue to embed their knowledge of musical concepts from previous unit	<u>Let's Perform Together</u> By the end of Year 1 children will be able to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children can play tuned and untuned instruments musically as well as listen with concentration and understanding to a range of high-quality live and recorded music.
PSHEE/HRSE	<u>Relationships</u> This unit focuses on making friends, understanding that families are		<u>Living in the Wider World</u> This unit explores belonging to a community, looking after the		<u>Health and Wellbeing</u> Our final unit focuses on physical health and mental wellbeing, teaching	

	different, and recognising what it means to feel cared for, safe, and respected, including privacy and permission. It also explores how behaviour affects others, promoting politeness, respect, and the importance of following rules.	environment, and caring for the needs of others, while helping children recognise their strengths and interests and learn about jobs within the community. It also develops media literacy and digital resilience by introducing safe use of the internet and digital devices for finding information and communicating online.	children how to keep healthy through food, exercise, hygiene routines, sun safety, and understanding the role of people who help us stay healthy. It also supports children in recognising what makes them unique, managing feelings when things go wrong, and learning how rules, age restrictions, and seeking help keep them safe, including online.