

# YEAR 1 CURRICULUM MAP 2024-25

		Autumn	Spring	Summer			
<b>Reading</b>	<b>Word reading</b>	<b>Phonic programme - Read, Write Inc.</b> Name letters of the alphabet. Match graphemes for all phonemes. Read accurately by blending sounds. Read contractions & understand purpose.					
	<b>Comprehension</b>	<b>Texts include: poetry, key stories, traditional stories, fairy stories and nonfiction</b> Link reading to own experiences. Join in with predictable phrases. Discuss significance of title & events. Make simple predictions. Read phonics books aloud. <b>Read stories in the woods. Woodland setting to inspire writing.</b>					
<b>Writing</b>	<b>Transcription</b>	<b>Phonics / Spelling programme</b> Words split into syllables. Compound words. Prefix 'un-' Adding '-s' or '-es'. Suffixes '-ing', '-ed', '-er' and '-est'. Spell very common 'exception' words. Spell days of the week.					
	<b>Composition</b>	<b>Short narratives-</b> writing narratives with beginning, middle and end based on familiar stories, drawing on some key narrative language (traditional, fairy and stories with familiar settings). <b>Recounts</b> – based on experience, events or visits, writing events in chronological order. Also a wide range of other writing opportunities. Form lower case letters correctly. Form capital letters & digits. Compose sentences orally before writing. Read own writing to peers or teachers.					
	<b>VGP</b>	Leave spaces between words. Begin to use basic punctuation: full stop, question marks, and exclamation marks. Use capital letters for proper nouns. Use common plural & verb suffixes.					
<b>Speaking and Listening</b>		<b>Poetry</b> – to perform simple list poems. Listen & respond appropriately. Ask relevant questions. Maintain attention & participate. Present learning clearly to an audience.					
<b>Maths</b>		<b>Number/Calculation</b> Count to / across 100. Count in 1s, 2s, 5s and 10s. Identify 'one more' and 'one less' . Read & write numbers to 20. Use language, e.g. 'more than', 'most'. Use +, - and = symbols. Know number bonds to 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems, including simple arrays <b>Geometry &amp; Measures</b> Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest. Begin to measure length, capacity, weight. Recognise coins & notes. Use time & ordering vocabulary. Tell the time to hour/half-hour. Use language of days, weeks, months & years. Recognise & name common 2-d and 3-d shapes. Order & arrange objects. Describe position & movement, including half and quarter turns. <b>Use maps of school grounds to follow directions.</b> <b>Fractions</b> Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$ .					
<b>Science</b>		<p style="text-align: center;"><b>How do the season impact on what we do? (link to Geography – Where to the leaves go in Winter?)</b></p> <p style="text-align: center;">- Observe changes across the four seasons.                      - Observe and describe weather associated with the seasons and how day length varies.  <b>Observe changes in the school grounds. Trees, plants and flowers, animals</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <b>Which materials should the Three Little Pigs have used to build their house?</b>                      - Distinguish between object and materials used.                      - Name everyday materials.                      - Describe properties of materials.                      - Compare and group materials based on simple properties.  <b>Use the forest area to build houses for the three little pigs/a den for the wolf.</b>  <b>Look at brick work around school</b> </td> <td style="width: 33%; padding: 5px;"> <b>Why are humans not like tigers?</b>                      - Identify and name common animals.                      - Identify and name common carnivores, herbivores and omnivores.                      - Compare the structure of common animals.                      - Identify, name, draw and label the basic parts of the human body.  <b>Look for animals/minibeasts in the school grounds</b> </td> <td style="width: 33%; padding: 5px;"> <b>Which birds and plants would Little Red Riding Hood find in our park/school grounds?</b>                      - Identify and name common plants.                      - Describe basic structure of flowering plants.  <b>Use the school grounds to identify birds, flowers and plants</b>   <b>Article 29: Your education should help you to use and protect the environment.</b> </td> </tr> </table>			<b>Which materials should the Three Little Pigs have used to build their house?</b> - Distinguish between object and materials used. - Name everyday materials. - Describe properties of materials. - Compare and group materials based on simple properties. <b>Use the forest area to build houses for the three little pigs/a den for the wolf.</b> <b>Look at brick work around school</b>	<b>Why are humans not like tigers?</b> - Identify and name common animals. - Identify and name common carnivores, herbivores and omnivores. - Compare the structure of common animals. - Identify, name, draw and label the basic parts of the human body. <b>Look for animals/minibeasts in the school grounds</b>	<b>Which birds and plants would Little Red Riding Hood find in our park/school grounds?</b> - Identify and name common plants. - Describe basic structure of flowering plants. <b>Use the school grounds to identify birds, flowers and plants</b>  <b>Article 29: Your education should help you to use and protect the environment.</b>
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<b>Computing</b>		<b>Working scientifically</b> - on going across the year					
	<b>Digital skills</b>	<b>Coding</b>	<b>Digital skills</b>	<b>Coding</b>	<b>Digital skills</b>	<b>Coding</b>	
	General pages  <b>Online safety- self image and identity</b>	Moving sprites, looks and sounds  <b>Online relationships</b>	Ketnote I movie  <b>Online reputation, online bullying</b>	Waiting repeat loops  <b>Manage online information</b>	Garage band  <b>Health, well being and lifestyle</b>	Add an extra stage and receive  <b>Privacy, security and copyright ownership</b>	
<b>E-Safety</b>							

<b>History</b>		where do, and did, the wheels on the bus go? Awareness of the past and the way it is similar to and different from the present. Local history		<b>Why is a Wii more fun than my grandparent's toys?</b> - Discussing changes within living memory. – Revealing aspects of change in national life <i>use the school grounds to play old games such as catapults, hopscotch, football, hula hoop</i>		<b>Who was famous when my mum and dad were little? (Ant and Dec)</b> - Researching lives of significant individuals in the past who have contributed to national and international achievements <a href="#">Article 4: the government has the responsibility to protect your rights.</a>
<b>Geography</b>	<b>Where do the leaves go in winter? (link to Science – How do the season impact on what we do?)</b> - Identifying seasonal and daily weather patterns in the United Kingdom.					
	What do I know about where I live?  <i>Using basic Geographical vocab to refer to key human features; village, farm, house, shop. Describe the location of features and routes on a map.</i>			<b>Why are some places in the world always hot and some places always cold?</b> <i>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i>	Where do the leaves go?	
<b>Art/DT</b>	<b>Art and Design Skills</b> -printing techniques	<b>DT</b> Constructing Winmills	<b>Formal Elements of art</b> Shape and colour	<b>DT</b> Mechanisms- Fairground wheel	<b>Landscapes using different media</b> Composition and texture	<b>DT Food</b> Fruit and vegetables
<b>Music</b>	<b>My musical Heartbeat – beat</b>  <b>Dance, sing and play</b>		<b>Exploring sounds</b> Introducing tempo and dynamics  <b>Learning to Listen</b> Combining pulse, rhythm and pitch		<b>Having fun with improvisation</b>  <b>Lets perform together</b>	
<b>P.E.</b>	<b>Games – Beanbag Throw</b>  <b>Games – Ten Point Hoops</b>  <b>Dance – fundamental skills</b>		<b>Dance – Themes and Dreams</b>  <b>Gymnastics – Assessing level 1 Unit 1</b>  <b>Games – Rolla Ball</b>		<b>Athletics – Honey Pot, Colour Match</b>  <b>Gymnastics – Making Shapes</b>  <b>OAA – Where are we going?</b>	
<b>PSHE</b>	TP1 – Who is in my family? TP2 – Who are my important people? TP3 – What makes a person?	TP4 – What makes me happy? TP5 – What does sad feel like? TP6 – Why do we have rules?	TP7 – Is it kind or unkind?  TP8 Is teasing ever ok? TP 9 – What should I do if I don't like it?	TP10 – What does worry feel like? TP11- How do I keep safe? TP12 – What should I do in an emergency?	TP13-When should I wash my hands? TP14- - Why are teeth important?  TP15- What should I do with money?	TP16 – What did I need as a baby? TP17 – How can I be more grown up? TP18 – Do I have to be the best?

<b>R.E.</b>	<p><b>What can we learn about Christianity from visiting a church?</b></p> <p><b>What do Christians believe about God?</b></p> <p><b>Why are gifts given at Christmas?</b></p> <p>Article 30: you have the right to learn and use the traditions, religion and language of your family.</p> <p>Article 14: You have the right to choose your own beliefs.</p>	<p><b>Why is Jesus special to Christians?</b></p> <p><b>What is the Easter story?</b></p> <p>Article 30: you have the right to learn and use the traditions, religion and language of your family.</p> <p>Article 29: Education should encourage you to participate in a free society, and encourage you to respect your own culture and other people's culture</p> <p>Article 14: You have the right to choose your own beliefs.</p>	<p><b>What can we find out about Buddha?</b></p> <p>Article 14: You have the right to choose your own beliefs.</p> <p>Article 20: you must be looked after by people who respect your religion, traditions and language.</p>
	<p><b>Statutory subject in all year groups</b>  <b>Curriculum must be based on Durham Agreed Syllabus 2020 for all maintained schools</b></p>		