
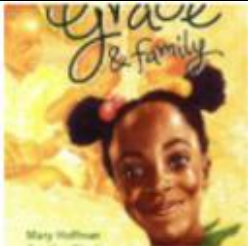

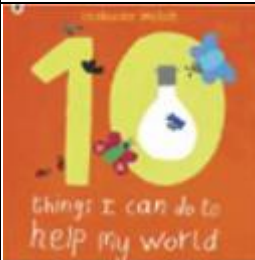




## Year 1 Curriculum Map (including RSHE): 2024-2025

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>  All literary genres are taught using a wide range of quality texts, but the <b>core texts</b> are given here.	 Out and About  <b>Writing:</b> <ul style="list-style-type: none"> <li>List, labels and captions</li> <li>List Poetry</li> <li>Setting Description</li> </ul>	 Grace and Family  <b>Writing:</b> <ul style="list-style-type: none"> <li>Character Description</li> <li>Diary Entry</li> <li>Letter writing</li> </ul>	 Lila and the Secret of Rain  <b>Writing:</b> <ul style="list-style-type: none"> <li>Retelling</li> <li>Diary Entry</li> <li>Setting Description</li> <li>Free verse Poetry</li> </ul>	 10 Things I Can Do to Help My World  <b>Writing:</b> <ul style="list-style-type: none"> <li>Newspaper Article</li> <li>Letter writing</li> <li>List, labels and captions</li> <li>Non-chronological report</li> </ul>	 The Last Wolf  <b>Writing:</b> <ul style="list-style-type: none"> <li>Retelling</li> <li>Creating Narratives</li> <li>Instructions</li> <li>Setting Description</li> </ul>	 The Robot and the Bluebird  <b>Writing:</b> <ul style="list-style-type: none"> <li>Retelling</li> <li>Free Verse Poetry</li> <li>Setting Descriptions</li> <li>Character Description</li> </ul>
<b>Phonics</b>	Phase 3 and 4 (review)	Phase 5	Phase 5	Phase 5	Review of Phase 3, 4 and 5	Phase 5
<b>Grammar</b>	Capital Letters for the start of sentences <ul style="list-style-type: none"> <li>Full stops</li> <li>Finger spaces</li> </ul>	Capital letter for the pronoun I and for names <ul style="list-style-type: none"> <li>Nouns/ Pronouns</li> <li>Sequencing Sentences</li> <li>Joining sentences using and</li> </ul>	Capital letters for Days of the Week <ul style="list-style-type: none"> <li>Prefixes: un</li> <li>Question marks</li> </ul>	Suffixes: -s and <ul style="list-style-type: none"> <li>es for plurals</li> <li>Question marks</li> </ul>	Suffixes: <ul style="list-style-type: none"> <li>ing</li> <li>ed</li> <li>er</li> <li>est</li> </ul>	Demarcating sentences using capital letters, full stop, question marks, exclamation marks <ul style="list-style-type: none"> <li>Revisit of all taught grammar</li> </ul>

Maths	Previous reception experiences and counting within 100	Numbers 0-5	Numbers 0-10	Addition and subtraction facts within 10	Numbers 0 to 20	Unitising and coin recognition
	<ul style="list-style-type: none"> <li>count within 100 in different ways</li> </ul> <p><b>Comparisons of quantities and part whole relationship</b></p> <ul style="list-style-type: none"> <li>use equality and inequality symbols</li> <li>explain that a whole can be split into parts</li> <li>identify a part of a whole group</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Sequence events</li> </ul>	<ul style="list-style-type: none"> <li>numbers in a set</li> <li>ordinal numbers</li> <li>partition 5 in different ways</li> <li>Part part whole models</li> <li>Bar models</li> <li>1 more 1 less</li> <li>Find missing parts</li> </ul> <p><b>Recognise, compose, decompose and manipulate 2D and 3D shapes</b></p> <ul style="list-style-type: none"> <li>explore, discuss and compare 2D shapes</li> <li>explore, discuss and compare 3D shapes               <ul style="list-style-type: none"> <li>triangles, rectangles, squares, circles</li> <li>explore tangrams and pentominoes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>represent and explore the numbers 6 to 10 using the part whole model and the five and a bit structure</li> <li>odd and even numbers</li> <li>partition numbers 6 to 10 in different ways</li> <li>identify a missing part when a whole is partitioned into two parts</li> </ul> <p><b>Additive structures</b></p> <ul style="list-style-type: none"> <li>combine two or more parts to make a whole</li> <li>addition equations</li> <li>find missing numbers in an addition equation</li> <li>first then now addition stories</li> <li>subtraction equations</li> <li>find missing numbers in a subtraction equation</li> <li>first then now subtraction stories</li> </ul>	<ul style="list-style-type: none"> <li>find pairs of numbers to 10</li> </ul> <p>add and subtract 1 from any number</p> <ul style="list-style-type: none"> <li>consecutive numbers</li> <li>adding 2</li> <li>adding 0</li> <li>double numbers</li> <li>halve numbers</li> <li>near doubles and halves</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Sequence events</li> <li>.Tell the time to the hour</li> <li>Draw clock hands to show these times.</li> </ul>	<ul style="list-style-type: none"> <li>identifying numbers to 20 on numberline</li> <li>use knowledge of '10 and a bit' to solve problems</li> <li>explore odd and even numbers within 20</li> <li>double numbers to 10</li> <li>use knowledge of addition facts within 10 to add within 20</li> <li>use knowledge of subtraction facts within 10 to subtract within 20</li> </ul>	<ul style="list-style-type: none"> <li>count in groups of two, five and ten</li> <li>explain the value of a 1p coin in pence</li> <li>recognise and explain the value of 2p, 5p and 10p coins</li> <li>calculate the total value of the coins in a set</li> <li>solve problems involving pence</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>Describe position, direction and movement including whole, half, quarter and three quarter turns.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Sequence events</li> <li>.Tell the time to the hour and half past.</li> <li>Draw clock hands to show these times.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>measure one object with different non-standard measures and record outcomes</li> </ul>

Religious Education (RED Directory)	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Science	<p><b>Animals (Including Humans)</b> To identify, name, draw and label the basic parts of the human body and say which part is associated with which of the 5 senses.</p> <p><b>Changing Seasons</b>  To be able to explore the seasonal changes.  To observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Animals (Including Humans)</b> To describe and compare the structure of a variety of common animals, including pets.</p> <p><b>Changing Seasons</b>  To observe changes in weather, plants and animals across autumn and winter.</p>	<p><b>Animals (Types of Animals)</b> To identify and name a variety of animals including amphibians, reptiles and mammals. To identify and name a variety of common animals which are carnivores, herbivores and omnivores.</p> <p><b>Changing Seasons</b>  To be able to explore the seasonal changes.  To observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Plants</b> To explore plants and see how they grow. To identify and describe the basic structure of a variety of common flowering plants.  To begin to compare plants in different seasons.</p> <p><b>Changing Seasons</b> To explore seasonal changes.</p>	<p><b>Plants</b> To identify and describe the basic structure of a variety of common trees.</p> <p><b>Identifying and Comparing Materials</b> To identify the material that an object is made from. To identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p> <p><b>Changing Seasons</b>  To be able to explore the seasonal changes.  To observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Identifying and Comparing Materials</b> To test the properties of materials.  To describe the physical properties of everyday materials.  To compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Changing Seasons</b>  To be able to explore the seasonal changes.  To observe and describe weather associated with the seasons and how day length varies.</p>

<b>Art and Design Technology</b>	<b>DT:</b> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design, <b>make and evaluate a Nativity scene box.</b></li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in order to accurately draw and paint themselves.</li> </ul> <b>Drawing and Painting:</b>		<b>Textiles:</b> <ul style="list-style-type: none"> <li>To design and make a woven piece of art</li> </ul> <b>DT</b> <ul style="list-style-type: none"> <li>To design, make and evaluate an Easter card with a moving part.</li> </ul> <b>Drawing:</b> <ul style="list-style-type: none"> <li>To do an observational drawing of a plant and describe similarities and differences between their own work and that of Henri Matisse.</li> </ul> <b>Printing:</b> <ul style="list-style-type: none"> <li>To know some of the work of Vincent Van Gogh e.g. recreate Sunflowers using printing techniques, pastels/paint/tissue paper.</li> </ul>		<b>DT:</b> <ul style="list-style-type: none"> <li><b>To understand where food comes from and use the basic principles of a healthy and varied diet to design, make and evaluate a healthy fruit salad.</b></li> </ul> <b>Sculpture:</b> <ul style="list-style-type: none"> <li>Use drawing, painting and sculpture to design, make and evaluate a clay pinch pot.</li> </ul> <b>Collage:</b> <ul style="list-style-type: none"> <li>To collage the Great Fire of London</li> <li>Henri Matisse inspired</li> </ul>	
<b>History/ Geography</b>	<b>Geography</b>  <b>What is the geography of our school?</b>  Immediate area surrounding St. Helen's  <b>Black History Month</b> Who was Rosa Parks?	<b>History</b>  <b>How have toys changed?</b> Comparing past and present  Giving reasons for change	<b>Geography</b>  <b>How is Lila's local area different to ours?</b> Kenya  What is the weather like around the world?  Why are places hot or cold?	<b>History</b>  <b>How have seaside holidays changed?</b>  Comparing seaside holidays in the past with those of today	<b>Geography</b>  <b>Where in the world is our school?</b>  Study of UK and it's seas	<b>History</b>  <b>What was the Great Fire of London?</b>
<b>ICT</b>	<b>We are TV Chefs</b>  Creating a short programme using instructions.  <b>E-Safety</b>	<b>We are Treasure Hunters</b>  Using programmable toys and apps and learning what an algorithm is.  <b>E-Safety</b>	<b>We are Painters</b>  Illustrating and making an eBook.  <b>E-Safety</b>	<b>We are Collectors</b>  Searching the Web for pictures and creating a presentation.  <b>E-safety</b>	<b>We are Storytellers</b>  Creating a talking book.  <b>E-safety</b>	<b>We are Celebrating</b> Creating a card digitally.  <b>E-safety</b>

<b>Music</b>	<b>Hey You- Old School Hip hop music</b> <ul style="list-style-type: none"> <li>Explore how pulse, rhythm and pitch work together</li> </ul>	<b>Rhythm in the way we walk and Banana Rap-Reggae music</b> <ul style="list-style-type: none"> <li>Explore Pulse, rhythm and pitch, rapping, dancing and singing.</li> </ul>	<b>In the Groove- Blues, Baroque, Latin, Bhangra, Folk, Funk</b> <ul style="list-style-type: none"> <li>Listen to the different styles of music and played tuned instrument.</li> </ul>	<b>Round and Round- Bossa Nova</b> <ul style="list-style-type: none"> <li>Explore pulse, rhythm and pitch in different music</li> </ul>	<b>Your imagination-pop</b> <ul style="list-style-type: none"> <li>Play tuned instrument, sing and perform</li> </ul>	<b>Reflect, Rewind and Replay- classical</b> <ul style="list-style-type: none"> <li>look back and consolidate learning, learn some of the language of music.</li> </ul>
<b>PE</b>	<u>Team building</u> <ul style="list-style-type: none"> <li>communication</li> <li>inclusion</li> <li>decision</li> <li>support</li> <li>teamwork</li> <li>solve</li> <li>trust</li> </ul> <u>Fitness</u> <ul style="list-style-type: none"> <li>running</li> <li>co-ordination</li> <li>stamina</li> <li>strength</li> <li>agility</li> <li>balance</li> </ul>	<u>Fundamentals</u> <ul style="list-style-type: none"> <li>balancing</li> <li>sprinting</li> <li>jogging</li> <li>dodging</li> <li>jumping</li> <li>hopping</li> <li>skipping</li> </ul> <u>Ball skills</u> <ul style="list-style-type: none"> <li>rolling</li> <li>kicking</li> <li>throwing</li> <li>catching</li> <li>bouncing</li> <li>dribbling</li> <li>tracking</li> </ul>	<u>Yoga</u> <ul style="list-style-type: none"> <li>breathing</li> <li>relaxation</li> <li>balance</li> <li>flexibility</li> <li>strength</li> </ul> <u>Sending and receiving</u> <ul style="list-style-type: none"> <li>rolling</li> <li>kicking</li> <li>throwing</li> <li>catching</li> <li>tracking</li> </ul>	<u>Gymnastics</u> <ul style="list-style-type: none"> <li>travelling actions</li> <li>shapes</li> <li>balances</li> <li>jumps</li> <li>barrel roll</li> <li>straight roll</li> <li>forward roll progressions</li> </ul> <u>Invasion</u> <ul style="list-style-type: none"> <li>throwing and catching</li> <li>kicking</li> <li>dribbling with hands and feet</li> <li>dodging</li> <li>finding space</li> </ul>	<u>Dance</u> <ul style="list-style-type: none"> <li>travel</li> <li>copying and performing actions</li> <li>using shape</li> <li>balance coordination</li> </ul> <u>Striking and fielding</u> <ul style="list-style-type: none"> <li>throwing</li> <li>catching</li> <li>retrieving a ball</li> <li>tracking a ball</li> <li>striking a ball</li> </ul>	<u>Athletics</u> <ul style="list-style-type: none"> <li>running at varying speeds</li> <li>agility</li> <li>balance</li> <li>jumping, hopping and leaping in combination and for distance</li> <li>throwing for distance</li> </ul> <u>Net and Wall</u> <ul style="list-style-type: none"> <li>throwing</li> <li>catching</li> <li>hitting a ball</li> <li>tracking a ball</li> </ul>
<b>PSHE</b>	<b>Relationships</b> <p>What is the same and different about us? Children will learn</p>	<b>Relationships</b> <p>Who is special to us? Children will learn about people who</p>	<b>Health and wellbeing</b> <p>What helps us stay healthy? Children will learn about what being healthy</p>	<b>Living in the wider world</b> <p>What can we do with money?</p>	<b>Health and wellbeing</b> <p>Who helps to keep us safe? Children will learn about</p>	<b>A Journey in Love</b> <p>How do we meet God's love in our family?</p>

	about their similarities and differences, individuality and their bodies.	care for them, groups they belong to and their families.	means and who helps them to stay healthy.	<p>Children will learn about making choices with money.</p> <p><b>How can we look after each other and the world?</b></p> <p>Children will learn about caring for the world around them.</p>	people who help them and what to do if they feel unsafe.	Children will learn to recognise how they are loved, cared for and kept safe in their family.
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