



## Year 1 Curriculum Map

'We will provide a broad and balanced curriculum and support every child to be the best they can be'



### Article 29 (Goals of Education)

YEAR 1	Autumn	Spring	Summer
<b>Enhancing Experience</b>	Local walk -playgrounds Theatre	Black Country Museum	Local area walk. Gurdwara
<b>TOPIC</b> Geography	<p style="text-align: center;"><b>What is it like here?</b></p> <p>Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p> <p style="text-align: center;"><a href="#">Article 13: I have the right to find out and share information.</a></p>	<p style="text-align: center;"><b>What is the weather like in the UK?</b></p> <p>Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.</p> <p style="text-align: center;"><a href="#">Article 17: I have the right to get information in lots of ways, so long as its' safe.</a></p>	<p style="text-align: center;"><b>How is life different in China?</b></p> <p>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.</p> <p style="text-align: center;"><a href="#">Article 13: I have the right to find out and share information</a></p>
<b>TOPIC</b> History	<p style="text-align: center;"><b>How am I making history?</b></p> <p>Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p> <p style="text-align: center;"><a href="#">Article 13: I have the right to find out and share information.</a></p>	<p style="text-align: center;"><b>How have toys changed?</b></p> <p>Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p> <p style="text-align: center;"><a href="#">Article 17: I have the right to get information in lots of ways, so long as its' safe.</a></p>	<p style="text-align: center;"><b>How have explorers changed the world?</b></p> <p>Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p> <p style="text-align: center;"><a href="#">Article 13: I have the right to find out and share information</a></p>
Design and Technology	D/T: Free Standing Structure - Make a piece of playground equipment to make our area better for children. <a href="#">Art 31 (leisure, play &amp; culture)</a>	D/T: Moving Pictures-levers and sliders (Linked to superheroes) <a href="#">Art 31 (leisure, play &amp; culture)</a>	D/T: Eat more fruit and vegetables-Food Design and make a salad. <a href="#">Art 24 (right to nutritious food)</a>



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Art	Self Portraits Termly		
	<b>Sculpture and 3D Paper Play</b> Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.	<b>Drawing Make your Mark</b> Exploring mark-making and line; working and experimenting with different materials through observational and collaborative pieces.	<b>Painting and Mixed Media Colour Splash</b> Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns
Cross Curricular English	Recount of trip to Gurdwara. Letter to EYFS teacher about what they are enjoying in Y1- History (living memory) Write a letter to head teacher about ideas for a new playground.	Interview with grandparents. UK holiday brochure Information text about the local area. Questions to ask people who help us.	Writing – write a weather report. Poster about how to stay safe in the sun. Instructions – how to make a fruit/vegetable salad. Fact file about an animal/place Recount of Local area
Cross Curricular Maths	Statistics– pictograms- favourite playground equipment. Shapes – art and colour mixing link. Reading scales in science (thermometers)	Timeline in history – dates Measure – drawing lines of varying lengths. Reading scales in science (thermometers)	Money addition and subtraction Weighing fruit Weather charts. Reading scales in science (thermometers) 3D shapes - art
Author Focus for RFP	Jill Murphy Tom Percival Oliver Jeffers Tom Fletcher Kez Gray Author per half term rotated.		
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>
	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Non Fiction (3 wks)</b>	<b>Fiction (3 wks)</b>	<b>Poetry/Description (2 wks)</b>
	<b>Non Fiction (3 wks)</b>	<b>Fiction (3 wks)</b>	<b>Fiction (3 weeks)</b>
	<b>Non Fiction (2 weeks)</b>	<b>Fiction (3 weeks)</b>	<b>Non Fiction (2 weeks)</b>
	<b>Poetry/Description (2 weeks)</b>	<b>Fiction (3 weeks)</b>	<b>Fiction (3 weeks)</b>
	<b>Fiction (3 weeks)</b>	<b>Fiction (3 weeks)</b>	<b>Non-Fiction (2 weeks)</b>



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### Article 29 (Goals of Education)

<b>English</b>	<b>Text</b> <i>Could a Penguin Ride a Bike?</i>  <b>Genre</b> Non-Chronological report	<b>Text</b> It's my Birthday  <b>Genre</b> Journey	<b>Text</b> The Jolly Postman Christmas edition  <b>Genre</b> Information text	<b>Text</b> Don't Spill the Milk  <b>Genre</b> Journey Tale	<b>Text</b> Zim Zam Zoom  <b>Genre</b> Poetry	<b>Text</b> Dear Mother Goose  <b>Genre</b> Letter writing	<b>Text</b> The book of cars and trucks  <b>Genre</b> Non-chronological report	<b>Text</b> On the way home  <b>Genre</b> Patterned text	<b>Text</b> Zim Zam Zoom  <b>Genre</b> Poetry	<b>Text</b> Augustus and his smile  <b>Genre</b> Losing Tale	<b>Text</b> Daisy Doodle  <b>Genre</b> Fantasy	<b>Text</b> The slime book  <b>Genre</b> Instructions
<b>Maths</b>	Number: Place Value (within 10) 5 wks  Number: Addition and Subtraction (within 10) 5 wks   Geometry: shape 1 wk				N Number: Place Value (within 20) (3 wks) Number: Addition and Subtraction (within 20) 3 wks  Number: Place Value (within 50) 2 wks  Measurement: Length and Height (2 wks)  Measurement: Weight and Volume (2 wks)				Number: Multiplication and Division 3 wks  Fractions (2 wks)  Geometry: Position and Direction  Number: Place Value (within 100) 2 wks  Measurement: money (1 wk)  Time 2 wk			





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	<b>Unit Focus</b>	Article 15 (freedom of association)  <b>Unit focus</b>	<b>Unit Focus</b>	<b>Unit focus</b>	Article 15 (freedom of association)  <b>Unit Focus</b>	Article 15 (freedom of association)  <b>Unit Focus</b>
	Use simple gymnastic actions and shapes. Apply basic strength to gymnastic actions. Begin to a carry apparatus. Recognise the actions and link them.	Respond to a range of stimuli. Explore space, direction, levels and speeds. Performing with different body parts.	To show a range of recognised point balances. To introduce, turn, twist, rock, roll and link these. To perform unison simple canon and unison techniques.	Able to build simple movement patterns from given actions. Compose a link actions to make simple movement phrases.	Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.	Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.
<b>RE</b> Birmingham Agreed Syllabus (Sept 2022)	<b>Autumn 1 Dispositions</b> Cultivating inclusion, identity and belonging / Being thankful  <a href="#">Article 14 (freedom of thought, belief, and religion)</a>	<b>Autumn 2 Dispositions:</b> Being modest and listening to others / Expressing  <a href="#">Article 14 (freedom of thought, belief, and religion)</a>	<b>Spring 1 Dispositions:</b> <b>Being Fair and Just</b>  <b>Being accountable and living with integrity</b>  <a href="#">Article 14 (freedom of thought, belief, and religion)</a> <a href="#">Article 30 (children from minority, indigenous groups)</a>	<b>Spring 2 Dispositions:</b> <b>Being courageous and confident</b>  <b>Being Loyal and steadfast</b>  <a href="#">Article 14 (freedom of thought, belief, and religion)</a>	<b>Summer 1 Dispositions:</b> <b>Remembering roots</b>  <b>Being hopeful and visionary.</b>  <a href="#">Article 30 (children from minority, indigenous groups)</a> :	<b>Summer 2 Dispositions:</b> Being and curious and Valuing Knowledge  <b>Being Open Honest and Truth</b>  <a href="#">Article 14 (freedom of thought, belief, and religion)</a> <a href="#">Article 30 (children from minority, indigenous groups)</a>
<b>PSHE</b>	Establish Class Charters Positive classroom environment What is the same and different about us?  <a href="#">Article 2 (non-discrimination)</a>	Who is special to us?	What helps us stay healthy? <a href="#">Article 24 (health and health services)</a>	What can we do with money?	Who helps us keep safe?	How can we look after each other and the world?
	My Happy Mind <b>Meet your Brain</b> Understanding my emotions Understanding others' emotions	My Happy Mind <b>Celebrate</b> Celebrating who I am Building self-esteem in others	My Happy Mind <b>Appreciate</b> Appreciate me Appreciating other	My Happy Mind <b>Relate</b> Building my relationships Relating to others	My Happy Mind <b>Engage</b> Pursuing my dreams Facilitating others' dreams	
<b>UNICEF</b>	<a href="#">First Steps to Rights:</a> <a href="#">Unit 1: Introducing Basic Rights &amp; Class Charters</a> <a href="#">Unit 2: Family - Loving</a> <a href="#">Unit 3: Homes – Home Life</a>		<a href="#">First Steps to Rights:</a> <a href="#">Unit 4: Food – Favourite Foods</a> <a href="#">Unit 5: Water – explore the right to clean water</a> <a href="#">Unit 6: Play – Play around the World – explore the right to play and relax</a>		<a href="#">First Steps to Rights:</a> <a href="#">Unit 7: Cooperation – An old tale from India</a> <a href="#">Unit 8: Diversity – I'm special, you're special.</a> <a href="#">Unit 9: Safety – Who is safe? – explore the right to protection from violence, abuse and neglect.</a>	



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Music	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<p style="text-align: center;"><b>Pulse and rhythm</b> (Theme: My Favourite Things)</p> <p>Children explore keeping the pulse together through music and movement, by exploring their favourite things.</p> <p style="color: #00AEEF;">Article 13 (freedom of expression)</p>	<p style="text-align: center;"><b>Tempo</b> (Theme: Snail and mouse)</p> <p>Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</p> <p style="text-align: center;"><b>Christmas Performance</b> (performing in front of an audience.)</p> <p style="color: #00AEEF;">Article 13 (freedom of expression)</p>	<p style="text-align: center;"><b>Dynamics</b> (Theme: Seaside)</p> <p>Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.</p>	<p style="text-align: center;"><b>Sound patterns</b> (Theme: Fairytales)</p> <p>Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</p> <p style="color: #00AEEF;">Article 13 (freedom of expression)</p>	<p style="text-align: center;"><b>Pitch</b> (Theme: Superheroes)</p> <p>Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p>	<p style="text-align: center;"><b>Musical Symbols</b> (Theme: Under the sea)</p> <p>Children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.</p> <p style="color: #00AEEF;">Article 13 (freedom of expression)</p>