

Year 1 Curriculum Map 2025 - 2026		
Autumn	Spring	Summer
<b>English</b> The Storm Whale Lost and Found -fictional story Nibbles -Diary entries	<b>English</b> The Lion Inside The Curious Tale of the Missing Mammoth Beegu	<b>English</b> Toys in Space Goldilocks and the just one bear
<b>Maths</b> Place Value to 10 Addition and Subtraction to 10 Shape Place Value to 11-20	<b>Maths</b> Addition and Subtraction within 20 Place Value to 50 Length and Height Weight and Volume	<b>Maths</b> Multiplication Fractions Position and Direction Place Value to 100 Money
<b>Science</b> <u>Animals including Humans</u> -Identify, name, draw and label the basic parts of the human body and which part of the body is associated with each sense. -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 carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals) <u>Seasonal Change</u>	<b>Science</b> <u>Materials</u> -distinguish between an object and the material from which it is made. -identify and name a variety of everyday materials -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.  <u>Seasonal Change</u>	<b>Science</b> <u>Plants</u> <ul style="list-style-type: none"> <li>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <u>Seasonal Change</u> <ul style="list-style-type: none"> <li>- Observe changes across the four seasons. Identify the characteristics</li> </ul>

<ul style="list-style-type: none"> <li>- Observe changes across the four seasons. Identify the characteristics of each season and describe the weather associated with the seasons and how the day length change.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>-observe changes over time</li> <li>-identification and classification of animals</li> <li>-performing simple tests</li> </ul> <p>Gathering and recording data</p>	<ul style="list-style-type: none"> <li>- Observe changes across the four seasons. Identify the characteristics of each season and describe the weather associated with the seasons and how the day length change.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>-observe changes over time</li> <li>-carry out simple comparative tests using different materials</li> <li>-identification and classification of materials and their properties</li> <li>-Gathering and recording data</li> </ul> <p>Forest Schools - naming common birds. Savannah habitats linked to the Lion Inside</p>	<p>of each season and describe the weather associated with the seasons and how the day length change.</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>-observe changes over time</li> <li>- identification and classification of trees and flowers</li> <li>-gathering and recording data- bean growth</li> </ul>
<p>Geography-</p> <p>Our Local Area - develop contextual knowledge of the location of significant places - Hartford, Northwich, Cheshire</p> <ul style="list-style-type: none"> <li>• I know my own address.</li> <li>• I can use an aerial photographs and simple map to find key features.</li> <li>• I can create an aerial view of my new classroom</li> <li>• I can say what I see on the journey to school.</li> <li>• I can name items near and far from my school/home.</li> </ul>	<p>Geography</p> <p>Wonderful Weather</p> <ul style="list-style-type: none"> <li>• I know all 4 seasons.</li> <li>• I can name 2 features of each season</li> <li>• I can recognise and talk about the weather</li> <li>• I understand that the weather changes across the UK</li> <li>• I understand the basic weather symbols</li> <li>• I can collect data about weather and season change</li> <li>• I can name N, S, E and W on a compass</li> </ul>	<p>Geography</p> <p>The UK</p> <ul style="list-style-type: none"> <li>• I know the UK is made up of 4 countries and can name them.</li> <li>• I know characteristics of each of the 4 countries.</li> <li>• I can name 4 capital cities of the 4 countries that make up the UK.</li> <li>• I know the names of the 3 seas that surround the UK.</li> <li>• I can locate physical features on a map (mountain, lake, island, forest and beach)</li> </ul>

<p>I can create a simple map of Hartford with a key.</p>		
<p><b>History</b></p> <p><b>My Family History</b> What was childhood like for our Grandparents?</p> <ul style="list-style-type: none"> <li>• I can ask questions about the past to find out the answers.</li> <li>• I can explain how objects from the past were used.</li> <li>• I can explain how my childhood is different to my grandparents.</li> <li>• I can explain how my home is different to my grandparents.</li> <li>• I know that a decade is ten years.</li> </ul>	<p><b>History</b> Flight - How did the first flight change the world?</p> <ul style="list-style-type: none"> <li>• I know that the Wright Brothers flew the first aeroplane in 1901.</li> <li>• I know what the first aeroplane looked like.</li> <li>• I know how aeroplanes have changed the way we can travel today.</li> </ul> <p>I know how aeroplanes have changed over time.</p>	<p><b>History</b> Holidays - How have holidays changed over time?</p> <ul style="list-style-type: none"> <li>• I know that most people went on holiday in Great Britain in the 1950s.</li> <li>• I know that people largely travelled by coach or train.</li> <li>• I know people started to be able to go on holiday because they were paid more at work.</li> </ul> <p>Most people went on a seaside holidays in the 1950s.</p>
<p><b>Art</b> Drawing faces - portraits Anatomy - drawing pictures of themselves. Drawing autumn leaves Drawing poppies - soft pastels</p> <p><b><u>Spirals unit:</u></b></p> <ul style="list-style-type: none"> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p>know about the work of a range of artists, craft makers and designers, describing the differences</p>	<p><b>Art</b> Clay - Bog Baby Line Drawing - Spring Flowers</p> <p><b><u>Exploring watercolour unit:</u></b></p> <ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• to know about the work of a range of artists, craft makers and designers, describing the differences and similarities</li> </ul>	<p><b>Art</b> <b><u>Flora and Fauna unit:</u></b></p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> <li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>• know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>

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<b>DT</b> Design and Make models of playground equipment	<b>DT</b> Moving Pictures- The Lion inside Planting seeds	<b>DT</b> <b>Preparing fruits and vegetables</b> Understand and use basic principles of a healthy and varied diet to prepare dishes, including chopping, snipping, juicing, peeling and grating. Also learning about healthy eating and how fruit and vegetables are part of The eatwell plate.
<b>RE</b> What does it mean to belong? Teresa to visit re Christenings Why is Christmas celebrated by Christians?	<b>RE</b> How do people with different and similar worldviews believe the world began and how should we look after it? Easter and surprises Visit to St John's Church	<b>RE</b> What do Muslims believe about Allah and Muhammad? How do Muslims express new beginnings?
<b>Music-</b> Keep the Pulse <ul style="list-style-type: none"> <li>I know that notation is a way to write down music using symbols.</li> </ul> I know what the pulse is Sound Patterns <ul style="list-style-type: none"> <li>I know sections of music can be described as loud, quiet or silent and the meaning of these terms.</li> </ul>	<b>Music</b> Pitch	<b>Music-</b> Musical Symbols
<b>PE</b> Send and Return 1 Attack and Defend, Shoot 1 Gymnastics	<b>PE</b> Gymnastics and Dance- Attack, Defend, Shoot 2 Hit, catch, run 1	<b>PE</b> Run, jump, throw 1 Hit, catch, run, 2 Send and return 2 Run, jump, throw 2
<b>Computing</b>	<b>Computing</b>	<b>Computing</b>

<p>Digital Painting using an ipad.</p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> </ul> <p>Digital Safety</p>	<p>Exploring the keyboard to add and remove text.</p> <p>Exploring the toolbar.</p> <p>Comparing pencils and computers.</p> <p>Labeling and matching data.</p> <p>Using computers to make and compare groups.</p> <p>Digital Safety</p>	<p>Programming animations using Scratch Jnr</p> <p>Digital Safety</p>
<p><b>SMSC</b></p> <p>Taking care of our local environment - classroom, school and Hartford Park</p> <p>Study of Mae Jemison- first African American woman in space- Black History Month</p> <p>No Outsiders Unit - We are all different- Elmer the elephant</p> <p>-Going to the Volcano</p> <p>Remembrance Day</p>	<p><b>SMSC</b></p> <p>Looking after the environment</p> <p>Conservation- Forest Schools</p> <p>No Outsiders - Want to play Trucks</p> <p>'Hair it's a family affair'</p> <p>Science Week - learning about different jobs connected to science</p>	<p><b>SMSC</b></p> <p>Taking Care of our environment - Visit to Bridgewater Gardens</p> <p>No Outsiders- My world, your world</p> <p>Errols Garden</p>
<p><b>PSHE</b></p> <p>My Happy Mind</p> <p>Introduce 'respect' responsibility, aspiration and pride. Focus on 'respect'- saying please/thank you</p> <p>Friendship qualities - being kind/unkind</p> <p>Families - learning about families and how they can all be different and special</p>	<p><b>PSHE</b></p> <p>My Happy Mind</p> <p>Develop understanding of 'respect' responsibility, aspiration and pride</p> <p>Internet Safety Day</p>	<p><b>PSHE</b></p> <p>My Happy Mind</p> <p>SRE - Year 1 lessons</p> <p>Visit from PCSO- How to keep safe</p> <p>Visit from Dr - How Drs can help us</p>

Bonfire Night safety Internet safety	Respect our local environment- Forest schools	
<b>Visits</b> Walk to Hartford Park Reasheath Zoo	<b>Visits</b>  Visit to St Johns Church (TBC)	<b>Visits</b> Visit to Bridgewater Gardens