Curriculum Map 2025-2026 Year 1

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Global Theme	**TELLING TALES**		**REACH FOR THE STARS**		**WONDERFUL WORLD**	
Values	September – Responsibility October - Respect November – Friendship December - Peace		January - Independence February - Caring March – Belief April - Freedom		May - Perseverance June – Honesty July - Reflection	
Local/National/Global & Whole school events	Black History Month National Poetry Day United Nations Day	Remembrance Day Anti-Bullying Week Bedtime Stories Children in Need	TT Rockstar Day Safer Internet Day Random Act of Kindness Day	World Book Day Science Week Comic Relief	National Numeracy Day Walk to School Week International Evening	Sports Day Transition Day
Curriculum Topic – So What?	**How have toys changed over time? (within living memory)** **History**	**What do artists, craft makers and designers have in common?** **Arts**	**What can we learn about the achievements of significant people in our past?** **History**	**How do we find out about our surrounding environment?** **Geography**	**How do the seasons affect the nature around us?** **Science** **Petite Enquiry – what is needed for a healthy treat?**	**How and why does our country look different to India?** **Geography** **Petite enquiry: How can we make a bridge strong and stable?**
Suggested texts for English **Class reader author focus:** Anthony Brown and Julia Donaldson	Various Traditional Tales Major Glad, Major Dizzy by Jan Oke Toys in Space by Mini Grey Lost in the Toy Museum by David Lucas	Dot and Ish by Peter Reynolds	Range of Little People, Big Dreams books linked to significant people from the past.	The Tiger Who Came to Tea by Judith Kerr Where My Wellies Take Me by Michael Morpurgo Window by Jeannie Baker (P4C) The Lighthouse *Keeper's Lunch* by Ronda Armitage Lost and Found by Oliver Jeffers	Where the Wild Things Are by Maurice Sendak Voices in the Park by Anthony Browne	Cinnamon by Neil Gaimon Monsoon by Uma Krishnaswami Indian Folktales
English - extended writing opportunities	Writing to inform through labels, lists and captions.	Writing to persuade through a letter to an artist/craft maker or designer.	Writing to inform through biographies linked to key figures in history.	Writing to entertain though setting descriptions based	Writing to explain (and entertain) through descriptive sentences about seasons.	Writing to discuss and explain through letters to pen pals in India.

	Writing to entertain – Traditional Tales with patterned language. Writing to inform through non-chronological reports linked to toys.	Writing to inform through a set of instructions linked to craft project. Writing to inform and persuade through an advertising poster (with descriptions of their designed product) Poetry – focus on the work of a poet.	Writing to entertain through writing adventure stories based on the life of a significant figure. Writing to inform and discuss through book reviews linked to guided reading.	around familiar settings. Writing to inform through recounts based on local visits/walks. Poetry – vocabulary building focus (alliteration and rhyming couplets).	Writing to inform through non-chronological reports based on the study of plants and trees from different environments (link to narrative). Poetry – structure focus (acrostic poems, shape poems and calligrams).	Writing to entertain through story writing linked to travelling to India. Writing to entertain and inform, using role play to imagine experiences, leading to short diary entries.
Mathematics	**Number: Place Value (within 10)** Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line **Number: Addition and Subtraction (within 10)** Introduce parts and wholes Part-whole model Write number sentences Fact families - addition facts Number	**Number: Addition and Subtraction** Find a part Subtraction - find a part Fact families - the eight facts Subtraction - take away/crossing out (How many left?) Subtraction - take away (How many left?) Subtraction on a number line Add or subtract 1 or 2 **Geometry: Shape** Recognise and name 3D Shapes Sort 3D Shapes Recognise and name 2D Shapes Sort 2D Shapes Patterns with 3D Shapes/2D Shapes	**Number: Place Value (within 20)** Count forward/backwards number 20 Numbers 11-20 Tens and Ones Count one more/less Compare numbers Order groups objects/numbers **Number: Addition and Subtraction (within 20)** Add by counting on Find and make number bonds Add by making 10 Subtraction not crossing 10, crossing 10 Related facts Compare number sentences **Number: Place value (within 50)** Number to 50 Tens and ones Represent numbers to 50	**Number: Place value (within 50)** Compare/order objects/numbers 50 Count in 2s Count in 5s **Measurement (Length and height)** Compare lengths and heights Measure length Measure height **Measurement (Weight and volume)** Introduce weight and mass Measure mass Compare mass Introduce capacity and volume Measure capacity Compare capacity	**Number: Multiplication and division** Count in 2s Count in 5s Count in 10s Make equal groups Add equal groups Make arrays Make doubles Make equal groups (grouping/sharing) **Number: Fractions** Find a half Find a quarter	**Geometry: Position and direction** Describe turns Describe positions **Number: Place Value (within 100)** Counting forward and backwards in 100 Partitioning numbers Comparing numbers Ordering numbers One more one less **Measurement: Money** Recognising coins Recognising notes Comparing in coins **Measurement: Time** Before/after Dates Times to the hour Times to half hour Writing in time Comparing time

	bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition - add together Addition - add more Addition problems		One More One Less			
Extended Maths Opportunities and investigations	Sequencing toys over time. Same length trains.	Find the difference. Three squares.	Sequence events in history (significant figures). Robot Monsters.	Weighing the items Sophie needs to buy to replace thing the Tiger ate. Sizing them up. Bottles	How much are certain ingredients?/Halving and quarters (DT link) Share bears. Lots of biscuits!	Comparisons with India (Geography focus) Turning. Times of the day.
Science	Season focus – Autumn (October)	**Everyday materials** Identify a variety of everyday materials, compare and group them based on simple properties.	Season focus –Winter (January)	**Animals including humans** Identify and name common varieties of animals and identify carnivores, herbivores and omnivores. Describe / compare a structure of common animals. Identify, draw and label the basic parts of the human body and relate them to 5 senses.	**Plants** Identify different types of plants & trees. Describe the structure of flowering plants, including trees. **Seasonal Changes** Observe and describe changes across 4 seasons, inc weather and length of day. Season focus - Spring (April)	Season focus – Summer (July)
R.E.	**Creating Inclusion Identity and Belonging** Understand that naming and welcoming ceremonies offer a sense of belonging and inclusion within the wider community **Being Thankful** Begin to understand that giving thanks to God and to others is important.	**Being Modest and Listening to Others** Understand that listening to others younger and smaller than ourselves can be valuable **Expressing Joy** Begin to understand that joy can be found in the anticipation of and preparation for future events. **Experiential RE- Buddhism**	**Being Fair and Just** Understand that people can choose to act in a fair or unfair manner **Being Accountable and Living with Integrity** Reflect on the integrity of past actions is important for the future	**Being Courageous and Confident** Understand that it is not always easy to decide to be courageous. **Being Loyal and Steadfast** Understand that the quality of loyalty is important in friendship	**Remembering Roots** Understand that is not only important to remember people, places and events but also to know why they are remembered **Being Hopeful and Visionary** Understand that the world can be made a better place in the future by current decisions and actions **Experiential RE- Islam- Hajj**	**Being Curious and Valuing Knowledge** Understand that God is revealed and life's questions are answered through the reading and study of scripture. **Being Open, Honest and Truthful** Understand that telling the truth is not always easy but it is still important

		(symbols and artefacts)				
History	**Chronological Understanding** Sequence events (timeline) remembers memories & stories from the past. Uses words old/new/days/months /years. **Historical Enquiry** Find answers to simple Q's about the past from sources of information. **Organisation & Communication** Shows knowledge about the past in different ways – role play, drawing, writing, talking. **Historical Interpretation** Identify & recount details from the past using sources (pictures/stories).		**Range & Depth of Knowledge** Tell the difference between past & present, in own and other people's lives. **Historical Interpretation** Identify & recount details from the past using sources (pictures/stories). **Organisation & Communication** Shows knowledge about the past in different ways – role play, drawing, writing, talking. **Chronological Understanding** Sequence events (timeline) remembers memories & stories from the past. Uses words old/new/days/months/years.			
Geography				**Geography skills and fieldwork** Use compass directions (north, south, east, west) and locational/directional language (near, far, left, right) to describe the location of features and routes on a map.		**Place knowledge** Understand similarities and differences of human and physical geography in an area of the UK and non-EU area. **Human and physical Geography** Identify seasonal and weather patterns in the areas studied. Use vocabulary including; Physical- beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,

						valley, vegetation, season and weather. Human-City, town, village, factory, farm, house, office, port, harbour and shop. **Geographical skills and fieldwork** Use maps, atlases, globes to identify UK and its countries and other country of comparison.
Art		**ART TOPIC SCULPTURE** Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching, twisting, scratching, cutting, molding, kneading and carving. Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way. Suggested artists: Henry Moore, Andy Goldsworthy, Barbara Hepworth		**ART FOCUS DAY DRAWING** **Line and Tone** Draw light lines Make different types of lines in pencil (including dots and dashes). Draw lines with pencils (varying size and thickness). Look at lines in works of art. Experimenting with line in different media (e.g. chalk, felt tips, ball-point pens etc.). Make different tones in pencil (use graded pencils). **Looking** Talk about the subject before drawing. Use focusing devices. Look and draw from different viewpoints. Suggested artists: Edgar Degas Claude Monet Mary Cassatt	**ART FOCUS DAY PAINTING** Investigate paintbrushes and making different brush strokes. Name the primary colours. Paint in primary colours. Make a colour lighter without white (changing tone in colour by using less paint and more water). Mix & apply colour to convey mood. Make a seasons shade colour wheel – lightening and darkening to represent the seasons. Suggested artist: Piet Mondrian Af Klimt Kandinsky	**ART FOCUS DAY PRINTING** Use objects to create prints (e.g. fruit, veg, leaves, sponges to create patterns & textures). Use body to make prints (e.g. hands/feet). Overlay printed imagery with drawn imagery (e.g. draw pictures based upon flowers over prints made with hands/feet). Use repeated patterns. Suggested artists: MC Escher, Keith Haring

Design Technology					**Cooking and Nutrition - making coleslaw** Using basic principles of a healthy/varied diet to prepare dishes. Understand where food comes from.	**Bridge making** **Design**: design a purposeful and functional product based on design criteria. **Make**: Select from and use a wide range of materials and components Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting and joining). **Evaluate**: Explore a range of existing bridges. Evaluate your ideas against design criteria. **Technical Knowledge**: build structures, exploring how they can be stronger, stiffer and more stable.
Music	**Hey You!** **- Old- School Hip-Hop Style** Explore rhythm patterns. Experiment with Chorus and solos. Use rhythm grids to identify patterns. Create own rhythm grids	**Rhythm in the Way We Walk and Banana Rap - Reggae** Learn action songs about the interrelated dimensions of music. Discover how pulse, rhythm and pitch work together. Experiment with making different sounds with the voice, both singing and saying words.	**In the Groove – a Song Demonstrating different Styles of Music** Each week pupils will learn their song in a different style – Baroque, Blues, Funk, Latin, Bhangra and Irish Folk. Identify the historical/geographical and cultural contexts of the styles. Choreograph the music.	**Round and Round - Bossa Nova Latin Style Music** Identify different instruments heard in music. Identify rhythms and create new rhythms. Perform the song using different instruments.	**Your Imagination – Pop Music** Learn to sing a song in different parts. Experiment with call and response and singing/playing parts on instruments. Use imagination to compose and perform a class pop song.	**Reflect, Rewind and Replay** Listen and Appraise Classical music. Revisit the different music types studied during the year. Participate in various musical activities to embed the foundations of the interrelated dimensions of music using voices and instruments.

		Learn a rap, focussing on pitch.	Learn how to sing, clap and play instruments using simple notation. Improvise and compose a simple melody using 1 or 2 notes.			Play instruments within the song. Improvise using voices and instruments. Compose own songs. Share and perform compositions.
Computing	**1.1 Online Safety and Exploring Purple Mash** Use technology safely and respectfully, keeping personal information private; identify where to go for help and support **1.2 Grouping and Sorting** Sort items online using a variety of criteria	**1.3 Pictograms** Record data using a pictogram **1.4 Lego Builders** Understand what algorithms are (a set of instructions); follow and create simple instructions.	**1.5 Maze Explorers** Understand programs execute by following precise and unambiguous instructions. Understand how to create and debug a set of instructions.	**1.6 Animated Story Books** Use technology purposefully to create, organise, store, manipulate and retrieve digital content. E.g. Read and create e-book.	**1.7 Coding** Understand what coding means. Create unambiguous instructions for a simple program to run, create code blocks to add exciting features.	**1.9 Technology Outside School** Understand the meaning of technology and identify examples of technology in and outside school. **2BeSafe**
PSHE	**Being Me in My World** Discuss rights and responsibilities, choices and consequences. Talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.	**Relationships** Widen children's breadth of relationships to include people they may find in their school community. Consider their own significant relationships (family, friends and school community) and why these are special and important. Learn that touch can be used in kind and unkind ways as part of the learning on healthy and safe relationships. Consider their own personal attributes as a friend, family member and as part of a community,	**Celebrating Difference** Talk about the similarities and differences between people and that these make us unique and special. Learn what bullying is and what it isn't. Talk about how it might feel to be bullied and when and who to ask for help. Talk about friendship, how to make friends and that it is OK to have differences from their friends. Talk about being nice to and looking after other children you	**Dreams and Goals** Talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. Learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. Discuss partner working and how to do this well.	**Healthy Me** Talk about healthy and unhealthy choices and how these choices make them feel. Talk about hygiene, keeping themselves clean and that germs can make you unwell. Learn about road safety as well as people who can help them to stay safe.	**Changing Me** Introduce life cycles and identify the different stages. Compare animal/ human life cycles and look at simple changes from baby to adult. Discuss how they have changed so far and that people grow up at different rates. Teach the correct words for private parts of the body. Teach that nobody has the right to hurt these parts of the body. Discuss change as a natural and normal part of getting older which can bring about happy and sad feelings.

		and encourage them to celebrate these.	Know who might be being bullied.			Practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.
P.E.	**Run Jump Throw Unit 1** Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances. **Hit Catch Run Unit 1** Able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.	**Dance Unit 1** Respond to a range of stimuli and types of music. Explore space, direction, levels and speeds and perform with different body parts. **Send & Return Unit 1** 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.	**Gymnastics Unit 1** Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them. **Attack Defend Shoot Unit 1** Practice basic movements, including running, jumping, etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs.	**Hit Catch Run Unit 2** Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics. **Send & Return Unit 2** Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects. Select and apply skills to beat the opposition.	**Gymnastics Unit 2** To show a range of recognised point balances. To introduce turn, twist, rock, and roll and to link these. To perform unison simple canon and unison techniques. **Run Jump Throw Unit 2** Increase stamina and core strength. Work collaboratively on more complex tasks. Work to improve strength, balance, agility and coordination.	**Dance Unit 2** Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases. **Attack Defend Shoot Unit 2** To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.
SMSC	A sense of fascination is achieved by studying how toys have changed in the last 200 years.	Children gain a sense of awe and wonder, including by looking at different artists, craft makers and they are able to use their study as inspiration for their artwork – a sense of enjoyment and fascination of the world around them is developed.	Children learn about significant figures from the past. Children reflect upon the freedom, equality and opportunities available to them today.	Children learn and explore about where they live locally. With the opportunity for the children to study their local environment and develop locational knowledge. Develop their moral understanding through the study of their local environment focusing on what they can observe, both positives and negatives such as litter.	Children will observe and describe the four seasons, describing different weathers and how the day length varies. Giving a sense of enjoyment and fascination in learning about the world around them.	Children will study a non-EU country focusing on the values, beliefs and way of life in that place. The children focus on comparing their country to another, while discovering all about the world they live in. Understand the different religion and social economic backgrounds of those living in India and the community differences we might notice because of this.

British Values	**Rule of Law** Class charter/PSHE **Democracy** Class election for school councillor	**Mutual Respect & Individual Liberty** Anti-Bullying week/PSHE - Friendships & Respect **Individual Liberty** Artist's topic **Tolerance** Buddhism	**Individual Liberty** RE unit **Mutual Respect & Tolerance** Chinese New Year Martin Luther King	**Individual Liberty** Computing – creating eBooks & PSHE Belief & Freedom	**Mutual Respect & Tolerance** Islam	**Rule of Law** PE games – following rules
Character Education	**Traditional Tale - Teamwork** Understanding and follow rules. With support I can take into account the ideas of others.					**The Lion and Me - Self-awareness, Empathy and resilience** I can focus independently. I take turns without prompting. I can ask for help on my own.
International Links opportunities		Christmas around the world			Traditional Arab (Yemeni) clothing and artefacts (provided by a parent) International Evening	Parent link to resident in India
Enterprise Opportunities		**Fundraising Enterprise** Designing and making a product out of clay as a decoration for the home, to give to someone else as a present. To listen to other people, and play and work cooperatively. To recognise that family and friends should care for each other			**Social Enterprise** Create a 'Healthy Hamper' for the Birmingham Hospice as a special gift. To care for each other. To take and share responsibility	
Visits & Visitors **(Circumstances dependent)**	Toy museum visit			Environment walk		

				Visit to Saint Stephen's Church (The story of David and Goliath)		
Religious Festivals	Harvest Diwali	Christmas Hanukkah	Chinese New Year	Holi Easter Ramadan/Eid Vaisakhi		