







**Year 1 Curriculum Map- Mrs Benson 2025-2026**

	<b>Autumn 1 and 2</b>		<b>Spring</b>		<b>Summer</b>	
<b>Learning Challenge Question</b>	<b>Why should Goldilocks say sorry?</b>		<b>What makes an astronaut so brave?</b>	<b>Where do eggs come from?</b>	<b>Where do I belong?</b>	<b>What makes the beast so terrible?</b>
<b>English (inc. SPaG)</b>	<b>Book 1: (Talk 4 writing)</b> Goldilocks and the Three Bears by M.Alperin & K.Daubney  Autumn Halloween Bonfire Night Remembrance Day Christmas Poetry/Stories		<b>Book 1 (Literacy Tree):</b> Astro Girl by K. Wilson-Max  Easter	<b>Book 1 (Literacy Tree):</b> The Odd Egg by E. Gravett	<b>Book 1 (Literacy Tree):</b> Lost and Found by O. Jeffers	<b>Book 1 (Literacy Tree):</b> Billy and the Beast by N. Shireen
<b>Literacy Text Theme</b>	<b>Traditional Tales</b>		<b>Space and Our World/ Journeys and Exploration</b>	<b>Similarities and Differences/ Family and Friends</b>	<b>Fantasy Journeys/ Friendship and Kindness</b>	<b>Heroes and Villains/ Talents and Powers</b>
<b>Poetry</b>	Poetry Slam - Dingle Dangle Scarecrow (Autumn Rhyme)  Andy Tooze in school visit.  Crackle! Spit! By Marie Thorn (Bonfire Night link)  Nursery Rhyme week (Nov 10 <sup>th</sup> - Nov 14 <sup>th</sup> )		Poetry Slam - If You Were A Carrot by B. Doherty  The Chinese Dragon from Let's Celebrate! Festival Poems from Around the World by D. Chatterjee.		Poetry Slam - Song of the Train by D. McCord	
<b>Oracy</b>	<b>Poetry Slam</b> - Dingle Dangle Scarecrow  <b>Literacy (Talk4Writing):</b> Retelling and amending the story of Goldilocks  <i>The Language of sequencing.</i> <i>The language of retelling.</i>	<b>Design and Technology:</b> To evaluate textiles skills and techniques.  <i>The Language of Evaluation.</i>	<b>Geography:</b> Do you think Mae Jemison (First African-American woman in space) was a brave person? <b>Debate</b>  <i>The Language of Opinion.</i> <i>The Language of Argument.</i>	<b>Maths:</b> To explain our proven answers.  <i>The Language of Mathematical Explanation.</i>	<b>Science:</b> What changes can I see across the seasons?  <i>The Language of Describing.</i>	<b>Science:</b> How can we compare different objects and the materials that they are made from?  <i>The Language of Description.</i> <i>The Language of Comparison</i>

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Empowering Learning	Self-Managers	Team Workers	Resourceful Thinkers	Effective Participators	Reflective Learners	Independent Enquirers
<b>Maths</b>	<b>Mastery Maths (WRM)</b>					
	Place Value within 10 Addition and Subtraction within 10 Shape		Place Value within 20 Addition and Subtraction within 20 Place Value within 50 Length and Height Mass and Volume		Multiplication and Division Fractions Geometry - Position and Direction Place Value within 100 Measurement - Money Measurement - Time	
<b>Computing</b>	To use technology safely and respectfully, keeping information private.  <b>Internet safety</b>	To recognise common uses of information technology beyond school.  <b>Internet Safety</b>	To use technology to retrieve and store digital content.  <b>Internet Safety</b>	To use technology to create, organise and manipulate digital content.  <b>Internet Safety</b>	To understand and use algorithms - beebots on local map.  <b>Internet Safety</b>	To create and debug simple programs.  <b>Internet Safety</b>
<b>Science</b>	<b>Animals, including humans.</b> Identifying common animals - herbivore/ carnivore? Describing and comparing structures of a variety of common animals including pets / The (basic) Human Body.   Responses to Climate Change		<b>Forces</b> How do things move?	<b>Plants</b> Identifying and naming common wild and garden plants/ Identifying and describing structures of plants and trees.   Scientific background	<b>Seasonal Changes</b> How do the seasons impact on what we do?   Impacts of Climate Change	<b>Everyday Materials and their uses.</b> Distinguish between objects and their materials. Identify, name and compare everyday materials.   Responses to Climate change
<b>History/ Geography</b>	<b>Geography</b> Weather patterns. Climate change.   Urgency of Need for Climate Action Feelings and Behaviours		<b>History</b> Significant Individual Study - Mae Jemison	<b>Geography/History</b> Local Village Study - Human/physical features. Map reading. Aerial photographs.	<b>Geography</b> Hot and Cold Places. Continents/Oceans. Equator/hemispheres.	<b>History</b> Past and present comparisons - Ways of cooking. Links to technology in the kitchen. Chronological understanding, developing a sense of before and after.
<b>RE</b> Jigsaw R.E.	<b>Christianity</b> What do Christians believe about God?	<b>Christianity</b> What gifts might Christians in my town have given Jesus if he had been	<b>Humanism</b> What do Humanists believe?  	<b>Christianity</b> Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday?	<b>Judaism</b> Who is God to Jews?	<b>Bahá'í</b> Who is God to Bahá'ís

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		born here rather than in Bethlehem?	Mindsets and viewpoints			
PE	Fundamentals/ Fitness	Team Building/ Gymnastics <i>Specialist Sports Coach</i>	Ball Skills/Sending and receiving	Target games/ Dance	Net and wall games/ Striking and fielding games	Invasion games/ Athletics
Art	Craft Skills Woven wonders - Fibre Art	Drawing Exploring Line and shape	Drawing Using Line	Sculpture Creating 3D structures	Artist Study Alma Thomas - Focus: Colour and shape and pattern.  Sculpture Creating 3D structures	Painting and Mixed Media Colour mixing
DT	Structures Constructing a windmill	Textiles: Making stockings	Mechanisms Moving pictures	Mechanisms Create a moving vehicle	Nutrition Cooking and Nutrition What is a balanced diet?	
Music (Kapow)	Sound patterns (Theme: Fairytales) 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.	Tempo (Theme: Snail and Mouse) Use bodies and instruments to listen and to respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	Pitch (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune to represent a superhero.	Keeping the Pulse (Theme: My Favourite Things) Children explore keeping the pulse together through music and movement, by exploring their favourite things.	Musical Symbols (Theme: Under the Sea) Children combine all the musical concepts learned throughout Year 1 for an underwater themed performance incorporating instrumental, vocal and body sounds.	Dynamics (Theme: Seaside) Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.
PSHE (Jigsaw)	Being Me in My World.	Celebrating Differences.	Dreams and Goals	Healthy Me.	Relationships	Changing Me

NB: Curriculum maps and topics are subject to change.