



St Andrew's C. Of E (V.C.) Primary School – Year One Curriculum Map 2024-25

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number: Place Value	Number: Addition and Subtraction Geometry: Shape	Number: Place Value within 20 Number: Addition and Subtraction with 20.	Number: Place Value within 50 (and multiples of 2, 5 and 10)	Number: Place Value to 100 Number: Multiplication and Division (including money)	Number: Fractions
English	Inform: Labels, Lists and Captions (Jasper's Beanstalk) Entertain: Narrative (Puffin Peter) Poetry: List Poems	Entertain: Narrative (Fairy Tales) Inform: Recipes (Gruffalo Crumble)	Entertain: Narrative (Stanley's Stick) Inform: Rules & Recount (Ruby's Worry) Poetry: Nonsense & Rhyme (Oi Frog!)	Entertain: Narrative (Madlenka) Poetry: Performance Poems	Inform: Letters (Paddington's Post) Poetry: Free Verse (Out & About) Entertain: Narrative (Little Red & the Very Hungry Lion)	Inform: Explanation (Big Book of Bugs) Entertain: Narrative (We're Going to Find the Monster)
	Little Wandle phonics and group guided reading practice.	Little Wandle phonics and group guided reading practice.	Little Wandle phonics and group guided reading practice.	Little Wandle phonics and group guided reading practice.	Little Wandle phonics and group guided reading practice.	Little Wandle phonics and group guided reading practice.
Science	<u>Using our senses: sensing seasons</u> Observe changes across the 4 seasons; observe and describe weather associated with the seasons and how day length varies.		<u>Everyday Materials</u> Distinguish between an object and the material from which it is made; identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock; 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>Looking at animals</u> 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 and mammals including pets); identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<u>Plant detectives</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; identify and describe the basic structure of a variety of common flowering plants, including trees.

<p>RE</p>	<p><u>What do Christians believe God is like? Being thankful and Harvest traditions</u> Pupils find out how people with different religions and world views celebrate the fruitfulness of the Earth.</p> <p><u>Why does Christmas matter to Christians? How and why do we celebrate special times?</u> Pupils look at the story of the Nativity from the Gospel of Luke, Chapters 1 and 2.</p>	<p><u>Who is a Muslim? What do they believe and how do the live?</u> Pupils look at stories in the Qur'an about the Prophet Muhammed including: Prophet Muhammad and the Black stone, the cat and the crying camel.</p> <p><u>Why does Easter matter to Christians?</u> Pupils study the entry into Jerusalem (John 12:12-15), The Last Supper, Jesus' betrayal (Luke 22:47-53), Jesus' death (Luke 23:26-56) and Jesus' resurrection (John 20:11-23).</p>	<p><u>What makes some places significant? What makes some places sacred to believers?</u> Pupils look at holy places for the Christian and Islamic faith including mosques, churches and cathedrals.</p> <p><u>Who made the world?</u> Pupils study Genesis 1 and the Creation Story.</p>
<p>Geography</p>	<p><u>Our School</u> In this unit, we will make maps and plans of our school (3-D and 2-D). We will use simple fieldwork and observational skills to research the school and local area. We will begin to ask geographical questions and learn how to find the answers. We will begin to use positional language.</p>	<p><u>Weather</u> We will compare the four seasons and look at geographical changes within each one. What is the weather like where we live? What is the weather like in different countries around the world? (links with Science 'sensing the seasons')</p>	<p><u>Our World</u> We will use maps, atlases and globes with increasing independence. We will express own views about a place, people or environment and identify how places are different and similar.</p>
<p>History</p>	<p><u>Significant Local History: Exploring the history of our school and village.</u> Historical skills –We will look at time lines, chronology and scales of time. We will look for evidence around our school. When was it built? What clues are there? How has our school changed? What was our school like for children in the past? We will explore how our village has changed. What jobs did people do? How have the village shops changed? (Linked to Geography 'Our school' unit)</p>	<p><u>Toys (changes within living memory)</u> Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) Begin to describe similarities and differences in artefacts What are our toys like today? What are other people's toys like? How can we tell these toys are old? What were our grandparents' toys like and how do we know? Who played with these toys a long time ago? How can we set up a Toy Museum?</p>	<p><u>Grace Darling- Lives of significant individuals</u> Sequence events or objects in chronological order Use a range of sources to find out characteristic features of the past. What did Grace do that made her famous ...and why is she remembered today so long afterwards? Why did Grace do what she did? Are all versions of Grace's story the same? How do we know about Grace's actions which happened so long ago? How did sea rescue improve after her heroic act? How should we remember Grace Darling today 170 years after she died?</p>
<p>Art</p>	<p><u>Printing</u> Matisse – collage</p>	<p><u>Drawing and painting</u> Friedensreich Hundertwasser - We will look at the colours, painting styles, and drawings of Hundertwasser.</p>	<p><u>Sculpture</u> In this unit, we will think about Andy Goldsworthy and environmental sculpture. We will use clay and natural materials. We will make our own sculptures out of unusual materials and learn about figurative and abstract sculptures. (links with Science 'sensing the seasons')</p>
<p>DT</p>	<p><u>Slides and Levers</u> Children read a range of books with slide and levers inside. They will make a simple mechanism that operates using a slide or a lever.</p>	<p><u>Preparing Fruits and Vegetables</u> Children learn to prepare fruits and vegetables safely. They taste a range of fruits and vegetables and evaluate them against a success criterion. Children will learn about safety in the kitchen and the importance of a healthy diet.</p>	<p><u>Freestanding Structures</u> Children learn about structures. They create their own structure to meet a success criterion. They will evaluate this structure and understand the design process.</p>

<p>Music <u>Sing Up!</u></p>	<p><u>Menu Song</u> Active listening and echo singing</p> <p><u>Colonel Hathi's March</u> Beat, march, timbre, film music</p> <p><u>Magical musical aquarium:</u> Call and response, echo singing</p>		<p><u>Football</u> Beat, ostinato, pitched/unpitched patterns</p> <p><u>Dawn from sea interludes</u> Beat, active listening, 20th century music</p> <p><u>Musical conversations</u> Question and answer, timbre</p>		<p><u>Dancing and drawing to Nautilus</u> Active listening, beat, movement</p> <p><u>Cat and mouse</u> Mood, tempo, dynamics, rhythm</p> <p><u>Come dance with me</u> Playing percussion, eco singing, call and response and developing beat skills</p>	
<p>PE</p>	<p><u>Dance (Healthy Me)</u> This unit focuses on the values and principles of being healthy covering, hygiene, nutrition, activity and sleep.</p>	<p><u>Infant Agility</u> This unit is designed to develop key fundamental skills such as running, jumping, skipping, hopping, balancing, landing, sending, receiving, spatial awareness, listening to instructions, working together, taking turns etc.</p>	<p><u>Gymnastics</u> This unit focuses on travel, rolling, balancing and making shapes, jumping and using apparatus.</p>	<p><u>Team Games</u> This unit focuses on ball skills and participation in point scoring games.</p>	<p><u>Athletics</u> This unit focuses on early athletic skills including running, throwing and jumping.</p>	<p><u>Team Games</u> This unit builds on earlier ball skills learned in team games. It extends to ball and bat skills.</p>
<p>Computing <u>Purple Mash</u></p>	<p><u>Online Safety</u> In this unit, the children will understand how to log on to a computer and how to stay safe whilst using it.</p> <p><u>Grouping and Sorting</u> In this unit, the children will sort items by different criteria away from the computer. At the computer, they will use Grouping on Purple Mash to sort items.</p> <p><u>Pictograms</u> This unit is an introduction to pictograms and looking at how they can be used to represent data.</p>		<p><u>Lego Builders</u> This unit encourages children to begin to think logically about scenarios. Children will be introduced to the term 'algorithm'. This concept is at the core of coding.</p> <p><u>Maze Explorers</u> This unit builds on 'Lego Builders'. It helps children understand how to build up an 'algorithm' and create an activity based on an algorithm.</p> <p><u>Animated Story Books</u> Children will create their own animated story book.</p>		<p><u>Coding</u> Children will begin to understand what coding means, in reference to a computer. They will use a program to build a code and evaluate its effectiveness.</p> <p><u>Spreadsheets</u> Children will be introduced to a spreadsheet. They will navigate around a spreadsheet and understand a few of the basic functions.</p> <p><u>Technology Outside School</u> Children will locate technology in their local area.</p>	
<p>PSHE <u>Corum</u></p>	<p><u>Me and My Relationships</u> Exploring feelings and friendships. Learning about relationships with our families, friends and people at school.</p> <p><u>Valuing Difference</u> Learning about similarities and differences between individuals. This unit includes looking at British Values.</p>		<p><u>Keeping Myself Safe</u> How to keep ourselves healthy and safe, including relationships education.</p> <p><u>Rights and Responsibilities</u> This unit involves learning about looking after and taking care of things; including money, the environment and the wider world.</p>		<p><u>Being My Best</u> Children will learn about having a Growth Mindset, setting goals and celebrating achievements.</p> <p><u>Growing and Changing</u> This unit talks about how our bodies grow and change, how to look after babies and RSE.</p>	

<p>Forest School</p>	<p><u>Forest School Skills</u> In this unit, we will explore survival skills and take part in investigations of our outside space.</p>	<p><u>Plants</u> In this unit, we will begin to think about the plants in our school environment and especially in our Forest School.</p>	<p><u>Nature Sculptures</u> This 'Nature Sculptures' unit will teach us about the concept of nature sculpture. We will have the opportunity to learn about different kinds of nature (links with art 'sculptures' and exploring the work of Andy Goldsworthy and other environmental artists)</p>	<p><u>Take it outside- Summer</u> We will begin to think about extending our forest school skills and take part in team-building activities.</p>
<p>Wow moments</p>	<p>St Andrew's Church visit (linked to RE - Why does Christmas matter to Christians?)</p>	<p>House on the hill toy museum – history links</p>	<p>Capel Manor – linked to science and plants</p>	