

Year 1 Curriculum Map 2022-2023

Term Autumn 1a	Term Autumn 1b	Term Spring 2a	Term Spring 2b	Term Summer 3a	Term Summer 3b
RE					
Judaism Families Belonging	Belonging Waiting	Special People Meals	Meals Change	Happy Days and Holydays Being sorry	Neighbours Islam Journey in Love
PSHE and RSE					
JIGSAW: Being Me in My World Special and safe My place in my class Rights and responsibilities Rewards and feeling proud Consequences Owing our learning charter Zones of regulation ProjectEVOLVE – education for a connected world	JIGSAW: Celebrating Difference The same as... Different from... What is bullying? What do I do about bullying? Making new friends Celebrating difference; celebrating me Zones of regulation ProjectEVOLVE – education for a connected world	JIGSAW: Dreams and Goals My treasure chest of success Steps to goals Achieving together Stretchy learning Overcoming obstacles Celebrating my success Zones of regulation ProjectEVOLVE – education for a connected world	JIGSAW: Healthy Me Being healthy Healthy choices Clean and healthy Medicine safety Road safety Happy, healthy me Zones of regulation ProjectEVOLVE – education for a connected world	JIGSAW: Relationships Families Making friends Greetings People who help us Being my own best friend Celebrating my special relationships Zones of regulation ProjectEVOLVE – education for a connected world	Journey in Love (RSE): Social and emotional – recognise signs that I am loved in my family Physical – recognise how I am cared for and kept safe in my family Spiritual – celebrate ways that God loves and cares for us Zones of regulation ProjectEVOLVE – education for a connected world
English					
Reading & Comprehension					
Comprehension: Plazoom Class reader: Children are read to daily from a wide range of texts. Texts read during English lessons: Sharing a Shell, Julia Donaldson The Night Pirates, Peter Harris Poetry: Wind Ways, Judith Nicholls When the Wind Blows, John Foster On the Playground, Wes Magee The Mud-pie Makers' Rhyme, Janet Paisley	Plazoom comprehension Class reader: Children are read to daily from a wide range of texts. Texts read during English lessons: The Christmas Story	Plazoom comprehension Class reader: Children are read to daily from a wide range of texts. Texts read during English lessons: Beegu, Alexis Deacon Group guided reading.	Plazoom comprehension Class reader: Children are read to daily from a wide range of texts. Texts read during English lessons: Goldilocks and The Three Bears Rapunzel, Sarah Gibb Rapunzel, Bethan Woollvin Countdown, Eric Finney Mrs Sprockett's Strange Machine, Michaela Morgan Down by the School Gate, Wes Magee Group guided reading.	Plazoom comprehension Class reader: Children are read to daily from a wide range of texts. Rabbit and Bear, Julian Gough Texts read during English lessons: All About Elephants Don't Let The Pigeon Stay Up Late!, Mo Willems Don't Let The Pigeon Drive The Bus!, Mo Willems Group guided reading.	Plazoom comprehension Class reader: Children are read to daily from a wide range of texts. Texts read during English lessons: The Gruffalo, Julia Donaldson The Best of Friends Group guided reading.

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Speaking Listening					
<p>Discuss and describe favourite parts of stories. Retell stories orally in own words. Discuss ideas relating to a topic. Join in with telling a story using words and actions. Act out a story, putting events in sequence. Discuss ideas for a new story. Link what is heard to own experiences. Give well-structured descriptions and explanations. Experiment with sound and rhythm. Recognise and join in with repeated predictable parts of a poem. Generate question sentences orally.</p>	<p>Orally compose simple sentences Use real and invented words to describe how things feel. Give well-structured descriptions, explanations and narratives. Speak audibly and fluently. Understand the difference between speaking and writing (and). Ask and answer questions about events and ideas in a text. Orally rehearse a recount for a personal diary. Retell a story using actions. History: in groups, perform The Gunpowder Plot.</p>	<p>Discuss and describe favourite parts of stories. Hot seating – who, what, where, why, how questions. Orally compose simple sentences Ask and answer questions about events and ideas in a text. Speak audibly and fluently.</p>	<p>Discuss and describe favourite parts of stories. Orally compose simple sentences. Ask and answer questions about events and ideas in a text. Act out a story, putting events in sequence Speak audibly and fluently. Retell a story using actions. History: in groups, perform The Battle of Hastings.</p>	<p>Discuss ideas relating to a topic and listen to others. Talk partners to investigate ideas for a report. Hot seating – who, what, where, why, how questions. Share report with peers. Practise reading instructions. Follow oral instructions to draw an animal. Discuss instructions for a game.</p>	<p>Recognise and join in with repeated predictable parts of a story. Discuss and describe favourite parts of stories. Act out a story using a story map. Act out a story, in role. Discuss ideas for a new story. Recognise and join in with repeated predictable parts of a story. Identify good storytelling technique. Compose and rehearse own retellings of the story. Perform retellings in small groups, both to the rest of the class and to a wider audience. Evaluate performances and reflect on learning.</p>
Handwriting					
<p>Nelson Handwriting Unit 1: introducing letter families, set 1 c o a d g f s q e Unit 2: practising letter families, set 1 families, set 1 c o a d g f s q e Unit 3: introducing letter families, set 2 i l t j u y Unit 4: practising letter families, set 2 i l t j u y Unit 5: introducing letter families, set 3 b h k m n p r Unit 6: practising letter families, set 3 b h k m n p r</p>	<p>Nelson Handwriting Unit 6: practising letter families, set 3 b h k m n p r Unit 7: introducing letter families, set 4 v w x z Unit 8: practising letter families, set 4 v w x z Unit 9: practising capital letters E F H I T L Unit 10: practising capital letters A K M N V W X Y Z Unit 11: practising capital letters B C G O Q S P R U J Unit 12: practising numbers</p>	<p>Nelson Handwriting Unit 13: introducing break letters Unit 14: practising consistent size and height of small letters Unit 15: diagonal join to set 1 letters: ed Unit 16: diagonal join to set 1 and 2 letters: ig Unit 17: diagonal join to set 3 letters: ar Unit 18: diagonal join to set 4 letter: aw</p>	<p>Nelson Handwriting Unit 19: diagonal join to set 1: ef Unit 20: diagonal join to set 2: il Unit 21: diagonal join to set 3: ck, tch Unit 22: to form and join w: wa Unit 23: practising the join: oo Unit 24: horizontal join to set 3: or, ore</p>	<p>Nelson Handwriting Unit 25: practising join to set 1: of Unit 26: practising join to set 2: wl Unit 27: practising break letters Unit 28: revising joins: ai, al, ol, ow</p>	<p>Revision</p>
Phonics – Reading and Spelling					
<p>Unlocking Letters and Sounds Revise Phase 4 Adding -s and -es as a plural marker for nouns</p>	<p>Unlocking Letters and Sounds Phase 5a New graphemes for reading: ay ou ie ea</p>	<p>Unlocking Letters and Sounds Phase 5a (mastery) Revise new graphemes for reading: ay ou ie ea</p>	<p>Unlocking Letters and Sounds Phase 5b Alternative pronunciations of known graphemes for reading: a (as in acorn), a (as</p>	<p>Unlocking Letters and Sounds Phase 5C Alternative spellings of phonemes: /ch/ (as in picture), /ch/ (as in</p>	<p>Unlocking Letters and Sounds Phase 5C Alternative spellings of phonemes: /oo/ (as in could), /oo/ (as in put),</p>

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Term Autumn 1a	Term Autumn 1b	Term Spring 2a	Term Spring 2b	Term Summer 3a	Term Summer 3b
<p>Adding -s and -es as a third person singular marker for verbs</p> <p>Revisit blending of words where -s and -es are added</p> <p>Adding the suffix -ing to verbs</p> <p>Adding the suffix -ed to verbs</p> <p>Adding the suffix -er to verbs to change them to a noun</p> <p>Revisit adding the suffixes -ed and -er to verbs</p> <p>Adding the suffix -er to adjectives</p> <p>Adding the suffix -est</p> <p>Adding the prefix un- to verbs</p> <p>Adding the prefix un- to adjectives</p> <p>Reading words with contractions</p>	<p>Teach the days of the week</p> <p>CEW oh their</p> <p>New graphemes for reading: oy ir ue (as in glue) ue (as in cue)</p> <p>CEW people said so</p> <p>New graphemes for reading: aw wh ph ew (as in blew)</p> <p>CEW Mr Mrs have</p> <p>New graphemes for reading: ew (as in few) oe au ey</p> <p>New phoneme /zh/</p> <p>CEW looked called like</p> <p>New graphemes for reading: a-e, e, i-e, o-e</p> <p>CEW called some come</p> <p>Teach new graphemes for reading: u-e (as in flute) u-e (as in cube)</p> <p>CEW asked were there</p>	<p>Revise the days of the week</p> <p>Teach correct use of -nk</p> <p>CEW oh their</p> <p>Revise new graphemes for reading: oy ir ue (as in glue) ue (as in cue)</p> <p>Teach correct use of ph</p> <p>CEW People said so</p> <p>Revise new graphemes for reading: aw wh ph ew (as in blew)</p> <p>Teach correct use of -wh</p> <p>CEW Mr Mrs have</p> <p>Revise new graphemes for reading: ew (as in few) oe au ey</p> <p>Teach correct use of -tch</p> <p>CEW looked called like</p> <p>Revise new graphemes for reading: a-e e-e i-e o-e</p> <p>Teach correct use of -ve</p> <p>CEW called some come</p> <p>Revise new graphemes for reading: u-e (as in flute) u-e (as in cube)</p> <p>Revise all Phase 5a)</p> <p>Assess and review correct use of NC letters/suffixes</p> <p>CEW asked were there</p>	<p>in fast), a (as in was), e (as in he)</p> <p>CEW water, where, who, again little one</p> <p>Alternative pronunciations of known graphemes for reading: i (as in mind), o (as in no), u (as in unit), u (as in put)</p> <p>CEW thought, through, mouse, work do</p> <p>Alternative pronunciations of known graphemes for reading: ow (as in snow), ie (as in chief), ea (as in head), er (as in her)</p> <p>CEW many, laughed, because when what</p> <p>Alternative pronunciations of known graphemes for reading: ou (as in you), ou (as in could), ou (as in mould), y (as in by), y (as in gym)</p> <p>CEW different, any, eyes out</p> <p>Alternative pronunciations of known graphemes for reading: y (as in very), ch (as in school), ch (as in chef), c (as in cell), g (as in gent), ey (as in they)</p> <p>CEW friends, once, please</p>	<p>catch), /j/ (as in fudge), /m/ (as in lamb)</p> <p>CEW oh</p> <p>Teach alternative spellings of phonemes: /n/ (as in gnat), /n/ (as in knit), /r/ (as in wrap), /s/ (as in listen)</p> <p>CEW their</p> <p>Teach alternative spellings of phonemes: /s/ (as in house), /z/ (as in please), /u/ (as in some), /i/ (as in happy)</p> <p>Teach alternative spellings of phonemes: /i/ (as in donkey), /ear/ (as in here), /ear/ (as in beer), /ar/ (as in father)</p> <p>CEW people</p> <p>Teach alternative spellings of phonemes: /ar/ (as in half), /air/ (as in there), /air/ (as in pear), /air/ (as in bare), /or/ (as in all)</p> <p>CEW Mr Mrs</p> <p>Teach alternative spellings of phonemes: /or/ (as in four), /or/ (as in caught), /ur/ (as in learn), /ur/ (as in word)</p> <p>CEW looked</p>	<p>/ai/ (as in day), /ai/ (as in came), /ee/ (as in sea)</p> <p>Alternative spellings of phonemes: /ee/ (as in these), /ee/ (as in happy), /ee/ (as in chief), /ee/ (as in key)</p> <p>CEW called asked</p> <p>Alternative spellings of phonemes: /igh/ (as in pie), /igh/ (as in by), /igh/ (as in like), /oa/ (as in low)</p> <p>Alternative spellings of phonemes: /oa/ (as in toe), /oa/ (as in bone), /yoo/ (as in cue), /yoo/ (as in tune)</p> <p>Alternative spellings of phonemes: /yoo/ (as in stew), /oo/ (as in clue), /oo/ (as in June), /oo/ (as in blew)</p> <p>Alternative spellings of phonemes: /sh/ (as in special), /sh/ (as in station), /sh/ (as in sugar), /sh/ (as in chef)</p>

Grammar and Punctuation

<p>Put words together to make sentences</p> <p>Finger spaces</p> <p>Capital letters</p> <p>Full stops</p> <p>Introduce the question mark and the term 'punctuation'</p> <p>Introduce the concept of a question and a 'question-sentence'</p> <p>Generate 'question sentences' orally, developing a 'feel' for their construction</p>	<p>Put words together to make sentences</p> <p>Finger spaces</p> <p>Capital letters</p> <p>Full stops</p> <p>Use joining words like 'and'</p> <p>Capital letters for names, places, the days of the week and the word 'I'</p> <p>Practise saying the days of the week, developing auditory memory</p>	<p>Put words together to make sentences</p> <p>Finger spaces</p> <p>Capital letters</p> <p>Full stops</p> <p>Use joining words like 'and'</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Capital letters for names, places, the days of the week and the word 'I'</p> <p>Investigate how the prefix 'un-' changes the meaning of a word</p> <p>Investigate the spelling rule for adding '-s' or '-es' as a plural marker for nouns.</p> <p>Investigate how the suffixes '-ing', '-ed', '-er' and '-est' can be added to some words without changing the</p>	<p>Put words together to make sentences</p> <p>Finger spaces</p> <p>Capital letters</p> <p>Full stops</p> <p>Use joining words like 'and'</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Capital letters for names, places, the days of the week and the word 'I'</p> <p>Add suffixes '-ing', '-ed', and '-er' to words</p>	<p>Put words together to make sentences</p> <p>Finger spaces</p> <p>Capital letters</p> <p>Full stops</p> <p>Use joining words like 'and'</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Capital letters for names, places, the days of the week and the word 'I'</p> <p>Use the prefix -un.</p>	<p>Put words together to make sentences</p> <p>Finger spaces</p> <p>Capital letters</p> <p>Full stops</p> <p>Use joining words like 'and'</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Capital letters for names, places, the days of the week and the word 'I'</p> <p>Review and revise the concept of punctuation (capital letter, full stop, question mark, exclamation mark)</p> <p>Revisit the idea of punctuation marks to relate spoken expression</p>
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Year 1 Curriculum Map 2022-2023

Term Autumn 1a	Term Autumn 1b	Term Spring 2a	Term Spring 2b	Term Summer 3a	Term Summer 3b
		spelling			to written punctuation
Composition					
<p>Fiction: <i>Sharing a Shell, Julia Donaldson</i> Re-tell stories. Compose and write simple sentences.</p> <p>Fiction: Fantasy Stories: <i>The Night Pirates, Peter Harris</i> Talk for Writing Retell and perform the story. Use phonic knowledge to write sentences and write narratives using the story structure.</p> <p>Poetry: Sensational Senses <i>Wind Ways, Judith Nicholls</i> <i>When the Wind Blows, John Foster</i> <i>On the Playground, Wes Magee</i> <i>The Mud-pie Makers' Rhyme, Janet Paisley</i> New vocabulary and sound effects. Use real and invented words to describe how things feel. Construct sentences to describe how things feel and sound. Create short narratives and poems. Experiment with sound and rhythm to recite a poem as a group.</p>	<p>Non- fiction <i>Who Lives Here?</i> Link text to own experiences. Use maps to recall the sequence and ask questions about events in the eBook. Learn about different uses for capital letters and use these in own writing. Compose factual sentences about animals and write a nature diary following a model.</p> <p>Well Known Stories <i>The Christmas story</i> Talk for Writing Retell and perform the story. Use phonic knowledge to write sentences and a letter relaying events.</p>	<p>Fiction <i>Beegu, Alexis Deacon</i> Talk for Writing Retell and perform the story. Use phonic knowledge to write sentences and write narratives using the story structure.</p> <p>Word Detectives Investigate spelling patterns and generate own spelling rules.</p>	<p>Traditional and Fairy Tales <i>Goldilocks and The Three Bears</i> <i>Rapunzel, Sarah Gibb</i> <i>Rapunzel, Bethan Woolvin</i> Talk for Writing Retell and perform the story. Use phonic knowledge to write sentences and write narratives using the story structure.</p> <p>Poetry: Pattern and Rhyme <i>Countdown, Eric Finney</i> <i>Mrs Sprockett's Strange Machine, Michaela Morgan</i> <i>Down by the School Gate, Wes Magee</i> Explore poems with pattern and rhyme. Enjoy performing a range of poetry. Invent new rhyming words and focus on spelling patterns. Experiment with sound and rhythm when reciting poems.</p> <p>Recount – writing about our school trip to Mountfitchett Castle.</p>	<p>Non- fiction: Non-Chronological Reports <i>All About Elephants</i> Explore the big question: <i>Why do elephants have big ears?</i> Read an interactive eBook, find information and learn how to write labels and captions. Answer the big question, plan and write own reports based on a model.</p> <p>Non-fiction: Instructions <i>Don't Let the Pigeon Stay Up Late! Mo Willems</i> <i>Don't Let the Pigeon Drive a Bus! Mo Willems</i> <i>Boris and Sid are Bad, Ruth Merttens</i> Plan and write own instruction text based on a model.</p>	<p>Cumulative Repetitive Stories: <i>The Gruffalo, Julia Donaldson</i> Retell and perform the story. Use phonic knowledge to write sentences and write narratives using the story structure.</p> <p>Fiction: Storytellers <i>The Best of Friends</i> Introduce the traditional tale from ancient India. Select words to describe the characters vividly. Identify good storytelling technique. Plan and compose a written retelling of the story.</p>
Maths					
<p>Number: place value within 10 – weeks 1-5 Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial</p>		<p>Number: place value within 20 – weeks 1-5 Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>		<p>Number: multiplication and division – weeks 1-3 Count in multiples of twos, fives and tens. • Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Number: fractions – weeks 4-5</p>	

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<p>representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Number: addition and subtraction within 10 – weeks 6-10 Represent and use number bonds and related subtraction facts within 10.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Add and subtract one digit numbers to 10, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>Geometry: shape – week 11 Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles).</p> <p>Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres).</p>	<p>Number: addition and subtraction within 20 – weeks 4-6 Represent and use number bonds and related subtraction facts within 20.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.</p> <p>Number: place value within 50 – weeks 7-8 Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.</p> <p>Count, read and write numbers to 50 in numerals.</p> <p>Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p> <p>Count in multiples of twos, fives and tens.</p> <p>Measurement: weight and volume – weeks 11-12 Measurement: Length and Height Measure and begin to record lengths and heights.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</p> <p>Measurement: length and height – weeks 9-10 Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.</p> <p>Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p>			<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</p> <p>Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].</p> <p>Geometry: position and direction – week 6 Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Number: place value within 100 – weeks 7-8</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals.</p> <p>Given a number, identify one more and one less.</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.</p> <p>Measurement: money – week 9 Recognise and know the value of different denominations of coins and notes.</p> <p>Measurement: time – weeks 10-11 Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later].</p> <p>Measure and begin to record time (hours, minutes, seconds).</p>	

Science

<p>Human Body Identify and name the different parts of the body and start to explore what different things bodies can do. Find out about each of the five senses through engaging activities and investigations.</p> <p>Tweet of the Week Learning about different British</p>	<p>Seasonal Changes Explore how weather and day length affect animals and humans. Use own experiences and information provided to come to conclusions about how living things adapt to seasonal changes.</p> <p>Curriculum link: geography</p> <p>Tweet of the Week Learning about different British</p>	<p>Everyday Materials Identify, name and sort materials and learn about their properties. Distinguish between an object and the material from which it is made. Compare a variety of everyday materials according to properties through scientific exploration.</p> <p>Tweet of the Week Learning about different British bird</p>	<p>Why is Nature Special? Experience the wonder and explore the importance of nature.</p> <p>Tweet of the Week Learning about different British bird species.</p>	<p>Identifying Plants Observe, identify, compare, classify and describe UK plants. Become familiar with different types of plants, including wild plants, garden plants and trees. Observe how plants change over time.</p> <p>Tweet of the Week Learning about different British</p>	<p>Identifying Animals Identify, classify and compare mammals, birds, reptiles, amphibians and fish. Become familiar with the terms carnivore, herbivore and omnivore.</p> <p>Tweet of the Week Learning about different British bird</p>
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Year 1 Curriculum Map 2022-2023

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bird species.	bird species.	species.		bird species.	species.
Computing					
Technology Around Us	Digital Painting	Digital Writing	Grouping Data	Moving a Robot	Introduction to Animation.
Art					
Drawing: Mark Making Learn simple skills such as holding a pencil correctly for drawing before exploring mark making with a variety of mediums and materials. Learn about the famous artist Paul Klee, imitating his techniques in own piece of art.	Print: Make a Robot from 2D Shapes Inspired by artist Ithell Colquhoun's painting The Game of the Year (1953), create a robot made from printing 2D shapes. Curriculum link: maths Drawing: Christmas cards Textiles: weaving wall hanging calendar.	Painting: Colour Creations Learn about primary colours, secondary colours, colour mixing, and light and shade. Explore the work of artists who use colours in interesting ways, namely Kandinsky and Mondrian.	Painting. Collage, Sculpture: Yayoi Kusama Explore different ways of creating dots using a variety of materials. Create collages and a clay pumpkin sculpture. Easter cards		Drawing, Painting: Animal Art Explore animals from each of the seven continents and create art to reflect the animals found in each one. Curriculum link: science, geography
DT					
Cooking and Nutrition: Greek salad Textiles: weaving wall hanging calendar		Cooking and Nutrition: leek and potato soup Construction: Castle Day Explore the features of a castle before using different materials to build one. Curriculum link: history, English		Cooking and nutrition: quiche Mechanics: moving pictures. Sliders and levers Explore sliders, levers, pivots and wheel mechanisms and how they can be used to make different parts of a picture move.	
Music					
Singing games	Preparation for KS1 Christmas Concert	Untuned percussion	Musical elements	Preparation for Infant Summer Concert	Musical elements
PE					
Foundation and multi skills Gymnastics	Bat and ball multi skills. Catch Dance	Foundation and multi skills Gymnastics	Foundation and multi skills, overhand throw Dance	Throwing and catching, multi skills Gymnastics	Bat and ball multiskills Dance
History					
	Guy Fawkes: legacy of the Gunpowder Plot Who was Guy Fawkes? Discover why Bonfire Night is celebrated and why lots of the people living in England didn't like King James I.	The History of Toys Explore the history of toys. Think about and discuss favourite toys before looking at what toys were like in the past and how they are different to toys today.	Castle life: medieval castles Explore the history of medieval castles and the Normans, where castles are built, who lived in castles and the structure of castles. Enrichment: Mountfichet Castle visit Curriculum link: DT		
Geography					
My World and Me	Seasonal Changes			Animals Around the World	Where Do I Live?

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<p>Understand where the seven continents of the world are and how their proximity to the equator or the poles affects their climate. Learn about the five oceans. Visit different countries and explore their climate and land features.</p>	<p>Curriculum link: science</p>			<p>Explore the coastal habitats of different animals. Place animals on their native continent and in their preferred climates. Discover how animals' appearance and behaviour changes with the seasonal changes and investigate the national animals of the UK and other countries.</p> <p>Curriculum link: science</p>	<p>Locate the United Kingdom on a world map and explore the features of the countries and capital cities of the UK, before finding out more about local area.</p> <p>Enrichment: Saffron Walden town walk with local historian.</p>