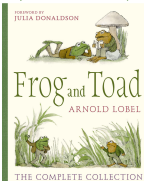
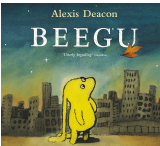


Year 1 Curriculum Map 2025 2026

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Genre	Journey Adventure	Journey	Autobiography Funny	Adventure	Stories From Other Cultures Historical Narrative	Adventure
English Units	The Gigantic Turnip by Aleksei Tolstoy <i>10 sessions</i>  Writing Outcome: Retell (F) Thank You Omu by Oge Mora <i>10 sessions THEP</i>  Writing Outcome: Instructions (NF)	Martha Maps it Out by Leigh Hodgkinson <i>10 sessions THEP</i>  Writing Outcome: Martha's Journey to School (F) Own Journey to School (NF) Nimesh the Adventurer by Ranjit Singh <i>10 sessions THEP</i>  Writing Outcome: Description of an imaginary setting (F) Firework by James Carter (Poetry) <i>5 sessions</i>	Arnold Lobel The Frog and the Toad (20 sessions)  Writing Outcome: Biographical information about Arnold Lobel (NF) Innovated story based on The Button (F)	Traction Man by Mini Grey <i>20 sessions THEP</i>  Writing Outcome: Caption Sentences (F) Character Description (F) Story Innovation (F) The Rhythm of Life by Michael Rosen (Poetry) <i>5 sessions</i> The Treasures by Clare Bevan (Poetry) <i>5 sessions</i>	Beegu by Alexis Deacon <i>20 sessions</i>  Writing Outcome: Information Text- Guide to Earth (NF) Pablo's Feelings by Pablo <i>10 sessions</i>  Writing Outcome: Information Text- My Feelings (NF)	In Every House on Every Street by Jess Hitchman <i>10 sessions THEP</i>  Writing Outcome: Information Text- Olga School on Lanfranc Road (NF) We're Going to Find the Monster by Malorie Blackman <i>10 sessions THEP</i>  Writing Outcome: Story Innovation (F)
Maths	Place value (5 weeks) Addition and subtraction (1 week)	Addition and subtraction (4 weeks) Shape (2 weeks) Consolidation and assessment (1 week)	Place value (3 weeks) Addition and subtraction (2 weeks)	Addition and subtraction (1 week) Place value (2 weeks) Length and height (2 weeks) Mass and volume (1 week)	Mass and volume (1 week) Multiplication and division (3 weeks) Fractions (2 weeks)	Position and direction (1 week) Place value (2 weeks) Money (1 week) Time (2 weeks) Consolidation and Assessment (1 week)
Science	Materials Which material would be the most suitable to fix a broken umbrella? Building on: Early years Leading to: Years 2, 3,4 and 5 Seasonal changes-short unit NB: part of establishment week, start seasonal change display-permanent display of seasonal changes-photos of children/weather/plants/trees Building on: Early years	Materials What is the best material to absorb water? Educational visit: Helping organise the Forest school coat trolley Building on: Early years Leading to: Years 2, 3,4 and 5 Seasonal changes-short unit Building on: Early years	Animals including Humans Can I name parts of the body? Building on: Early years Leading to: Years 2, 3,4, 5 and 6 Seasonal changes-short unit Building on: Early years	Plants How can we look after the trees and plants in our playground? Building on: Early years Leading to: Years 2, and 3 Seasonal changes-short unit Building on: Early years	Animals How can we look after the animals in our playground? Building on: Early years Leading to: Years 2, 3,4 and 5 Seasonal changes-short unit Building on: Early years	Crest Award-chosen investigations linking to Year 1 units- revisit key knowledge Educational visit: Building on: all year 1 learning

Computing	Technology Around Us Children develop their understanding of technology and how it can help them in their everyday lives. Children will also consider how to use technology responsibly.	Digital Painting Children will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. They will consider their preferences when painting with and without the use of digital devices. Building on: EYFS Leading to: Y2, A2, Digital Photography	Programming Children will be introduced to early programming concepts. Children will explore using individual commands and early stages of program design through the introduction of algorithms. Building on: EYFS Leading to: Y1, S2, Programming Animation.	Data Children will learn about data and information in order to demonstrate how computers are able to group and present data. Building on: EYFS Leading to: Y2, Sp2, Pictograms	Creating Media Children will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text. Children will consider the differences between using a computer to create text, and writing text on paper. Building on: EYFS Leading to: Y3, S1, Desktop Publishing	Programming Animations Children will be introduced to on-screen programming through Scratch. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms. Building on: EYFS Leading to: Y2,Sp1, Robot Algorithms and Y3, A2, Stop Frame Animation
History	Are all our histories the same? Children look at the timelines of their own life and that of their parents and grandparents. They compare them with their peers'. Building on: EYFS work on what we could not do when we were babies. Leading to: Later work on how school, transport and everyday life has changed since the Victorian Era. Educational visit/experience: parents and families invited in to share their stories.		How has Olga school changed over time? Children explore the three Olga buildings and compare and contrast. Building on: learning how they themselves have changed. Leading to: using dates to talk about the past. Using evidence to study the past. Victorian topic in Y2. Education Visits/experience: ragged School Museum; walk around the old school building; visit to the school timeline; visit from former pupils.		Who has explored the world and beyond? Children learn about a range of explorers, and the transport and tools they used, dating back to the 1300s. Building on: previous unit where dates/years may have been used to order events. Leading to: units in Y2 and Y3 where children explore how advances in technology helped shape society. Educational visit/experience: N/A	
Geography		What is my local area like? Littering - environmental impact Education Visits/Experience: Local area Building on: Early years Leading to: Year 2 Autumn 2, Year 6 Autumn 2		What is the rest of the UK like? Focus on naming England, N Ireland, Scotland, Wales and their Capitals and oceans. Daily weather patterns Educational Visits/Experience: Entry point forest and video of coastal area Leading to: Year 2 Autumn 2 and Summer 2, Year 5 Spring 2, Year 6 Summer 2		What is life like in Sylhet, Bangladesh for a child? Intro to Bangladesh in prep for Year 2. Comparing seasonal and weather patterns in London and Sylhet. Educational Visits/Experience: Visit from a relative who grew up in Sylhet Leading to: Year 2, Spring 2
RE	What can be special about living with family and friends? Educational visit/Experience: Jewish family talking about Shabbat, a Hindu person sharing their rakhi and Raksha Bandhan celebration Building on: Reception Leading to: Year 1, Year2 and Year 3 Rationale: To understand the importance of their individual identity and the benefits of having a good family and friendships.	How do Christians celebrate Christmas? Educational visit/Experience: Church Visit Building on: Reception Leading to: Year 2, Year 3, Year 5 Rationale: To understand what Christians do to celebrate the birth of Jesus	What does it mean to belong to Sikhi? Educational visit/Experience: Visit to a Gurdwara. Interview a Sikh person (visitor, parent or a staff member). Building on: Reception Leading to: Year 2 and Year 3 Rationale: To draw on their understanding of belonging and then relate it to how children are given a sense of belonging in a Sikhi, (most younger Sikh people prefer this term to Sikhism).	What does it mean to belong to Christianity? Educational visit/Experience: Visit a church and observe a mock Christening or a dedication, alternatively a guest could be invited in to carry out the mock ceremony in class. Building on: Reception Leading to: Year 2 and Year 3 Rationale: To draw on their understanding of belonging, and then relate this to Christians from different types of churches understanding about belonging.	How do Hindu people belong? Educational visit/Experience: Visit Hindu temple or record a local Hindu leader describing how Puja helps them lead a good life and the importance of Krishna to them. Building on: Reception Leading to: Year 2 and Year 3 Rationale: To investigate the concept of belonging and then relate it to how the key beliefs and practices in Hindu Dharmic religion help Hindu people to feel like they belong to their religion.	What does it mean to belong to Islam? Educational visit/Experience: Visit a Mosque, Interview a Muslim person (visitor (Muslim Leader) parent or staff member Building on: Reception Leading to: Year 2 and Year 3 Rationale: To look at the historical and living aspects of Islam and learn about current beliefs, practices and lifestyles by studying holy days, artefacts, festivals and leaders.
Art	Artist: Henri Matisse Art Strands: Collage, Printing Trip/Experience: Tate Modern Building on: EYFS collage (Matisse The Snail) Leading to: Yr 1, Spring 1 Rationale: Henri Matisse is introduced as a great artist. Using their knowledge from EYFS, children will produce a final		Artist: Paul Klee Art Strands: Drawing Trip/Experience: Building on: Yr 1 Autumn 1 Leading to: All drawing units, developing fine motor skills Rationale: Paul Klee is introduced as a great artist. This unit encourages experimentation of different types of lines		Artist: Andy Goldsworthy Art Strands: Sculpture Trip/Experience: Forest School and Cemetery Park Visit to collect resources Building on: EYFS Transient Art Experience Leading to: Yr 3, Summer 1 Rationale: Andy Goldsworthy is introduced as a great artist. This unit builds on the children's understanding of creating art using	

	composition using cut outs. This unit encourages the use of vibrant colors, simple shapes, and bold designs enabling children to explore the collage and printing techniques.		and marks, and use of primary colors to recreate Khlee’s abstract style.		natural materials. Using materials from Forest School, children will create temporary sculptures using natural elements like leaves, twigs, and stones.	
DT		Food technology What could a healthy soup contain? Building on: Eyfs healthy eating Healthy eating unit Leading to year 2, 3, 4, 5, 6 Rationale: Life skills, balance diet and healthy eating		Mechanisms Can I create a moving picture page? Building on: Eyfs Leading to: year 2 Free standing structure and year 3 shell structures year 4 Leavers and linkages Rationale: provide creative and practical activities where pupils are taught the knowledge, understanding and skills needed to engage in the process of designing and making.		Mechanisms Can I create a moving vehicle using wheels and axles? Building on: Eyfs Leading to: year 2 Free standing structure and year 3 shell structures Year 5 Cams Rationale: provide creative and practical activities where pupils are taught the knowledge, understanding and skills needed to engage in the process of designing and making.
PSHE	Being me in my world Why is it so important to have rights and responsibilities within our class? Establishment week – getting to know children, going through rules and behaviour and expectations. Outcome: class charter	Celebrating difference Why is friendship so important? Building on: EYFS Understanding how we are similar and different to our friends and how we are all unique. Understanding what bullying means.	Dreams and goals How can I be the best I can be? Building on: EYFS Understanding how to set simple goals and how to overcome and obstacles. Think about how to work well with a partner and how to achieve dreams and goals.	Healthy Me Why is it so important to keep ourselves safe and healthy? Building on: EYFS Understanding about healthy lifestyles and keeping ourselves safe.	Relationships What is community? Building on: EYFS Thinking about what different families look like, what being a good friend means, knowing who can help us at school and explain why some people are special to us.	Changing Me How do we change as we grow? Building on: EYFS Life cycles of humans and animals, thinking about how we have changed since we were babies, naming parts of our body with scientific vocabulary, coping with change.
PE	Fundamentals Gymnastics	Fundamentals Gymnastics	Sending and Receiving Dance	Sending and Receiving Dance	Ball Skills Athletics	Invasion Games Athletics
Music	Can you feel the beat? Listening/Performing: African and Caribbean songs Experience: celebrating the contribution of diverse cultures to music. Building on: Reception Sum 2 Leading to: Y1 Aut 2	Can you perform seasonal songs? Listening: Seasonal songs Composing/Performing; Simple songs with rhythmic accompaniments Experience: Performing Christmas Songs in Production to parents Building on: Y1 Aut 1 Leading to: Y3 Aut	Can you compose character music? Listening: Saint Saens – Carnival Of The Animals Songwriting/Performing: Gruffalo Songs Experience: Recording and listening back to their own class songs. Building on: Y1 Aut 2 Leading to: Sum 2 Y1 Pirate Verses, Spring 1 Y2 Fairytale Songwriting, Sum 2 Y2	Can you compose Superhero music? Listening: John Williams – Superman theme Composing/Performing: Superhero Raps) Experience: looking at video footage of an orchestral performance. Building on: Y1 Spring 1 Leading to: Spring 2 Y2 Local Area Rap	What does our music look like ? Listening: Gustav Holst-The Planets‘Oxygene’ Jean Michel Jarre Composing/Performing: Beegu music and graphic scores Experience: Listening to varied extracts of narrative music (synthesised and orchestral music) Building on: Y1 Spring 2 Leading to: Aut 2 Y2 Fireworks Score	How do we add instrumental sounds to songs? Listening: Wellerman Song Composing/Performing; Pirate Verses and Rhythmic Accompaniment Experience: promoting group practice and collaboration in creating their music. Building on: Y1 Sum 1 Leading to: Aut 1 Y2 Creating Accompaniments