Year 1 Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Labels, lists and captions Superhero ABC Comic strips Fantasy stories Real life super heroes Fact files Information texts Non-chronological Reports Instructions	Recount Letters and postcards Poetry (Nursery rhymes) Traditional tales Instructions	Stories from another cultures Poetry Non-fiction- account of first hand Experiences Instructions	Recounts Fantasy stories Stories with a familiar setting Factual writing The Easter story	Traditional tales Instructions Fantasy stories Stories with a familiar setting	Recount Traditional tales Non-fiction (report)
Mathematics	Number and place value Measure- length and mass Addition and subtraction 2-D and 3-D shape	Sequencing and sorting Fractions Capacity and volume Money Time	Number and place value Mass/weight 2-D and 3-D shape Counting and money Multiplication Division	Length, mass and weight Addition and subtraction Fractions Position and direction Time	Number and place value Addition and subtraction Capacity and volume Fractions Position and direction Time 2-D and 3-D shape	Time Multiplication and division Subtraction- differences Measurement Sorting
Topic title	Superheroes	Moon Zoom	Rio De Vida	Land Ahoy!	Enchanted Woodland	Wriggle & Crawl
Science	Investigate their amazing senses and how they help them in everyday life; Investigate who in the class has superhero skills… Find out who is super-stretchy or super-bendy and who has super sight, super hearing, super memory, super taste or a super singing voice;	Explore samples collected from the crash site, record their properties; Make a 'Welcome to Earth' box for the alien visitor to help them understand our planet. Select samples and objects made from everyday materials; Find a way to send a light		Look at images of different boats identifying and naming the materials from which they are made; Explore which shapes float best by moulding and reshaping a lump of plasticine.	Take rubbings of its bark, collect a few of its leaves and take a photograph of their tree with a digital camera to help with identification; Sit in a quiet wooded area and observe bird life; Learn that some trees are deciduous and some are evergreen; Sort pictures of animals into	

	Investigate how our senses rely upon each other.	signal to the alien's home planet by creating a simple circuit that lights a lamp; Invent new planets and name them after everyday materials such as Planet Wood, Planet Plastic and Planet Glass; Gather and record data about the Moon and the eight planets in our solar system; Make air-propelled rockets and launch them into 'outer space'; Investigate whether the size of balloon affects how far a balloon-powered rocket travels along a string; With adult support, make mini exploding rockets using small film canisters			those which live in a woodland habitat and those which live in their homes and local environment; Play the 'Who am I?' game to identify animals and their characteristics; Identify the leaves, flowers, petals, seeds, roots and stem of a wild flowering plant; Sort items collected from their woodland walk into groups of living things, dead things and things that have never been alive; Plant wild and woodland flowers using seeds and bulbs native to woodlands of the UK.; Investigate how pine cones open and close in different environmental conditions; Observe how their wild flowers and saplings settle and grow after planting	
Computing	Drag and drop saved images of their favourite superheroes onto a blank presentation slide; Look at pictures of superheroes in different poses such as running, jumping, landing, throwing and fighting. Imitate these poses and take photographs	Use drawing software to create amazing aliens; Program simple instructions into an alien robot and test instructions for accuracy.		Use a floor robot to navigate around a large scale map drawn on the school yard; Make a single PowerPoint slide about their favourite part of the project	Learn about the work of the Woodland Trust, finding out what they do to protect British woodlands.	

	of each other; Learn about keeping safe when using the web: Use internet search engines to 'follow' real-life heroes from organisations such as Mountain Rescue or the RNLI; Create a simple stop-motion animation based on a topic of their choosing from the whole project.					
History	Study historical 'superhero' such as Rosa Parks, Emily Davison, Mary Seacole or Florence Nightingale, Edith Cavell, Elizabeth Fry, Thomas Fowell Buxton or David Livingstone.	Find out about Yuri Gagarin or Neil Armstrong and Buzz Aldrin; Learn about astronauts, finding out about the job they do and what it's like to work in space; Look at laminated cards or digital images showing a selection of date-marked pictures about space history. Work together to organise the images chronologically		Make a timeline to show and sequence chronologically famous sea explorers; Find out more detail about another famous sea explorer identified on the timeline; Use a range of information books and the web to find out more about famous pirates; Work in groups to act out a scene from the life of Grace Darling or one of the famous explorers showing one of their dramatic adventures on the seas		
Geography		Visit the NASA website to see and discuss images of Earth from outer space;	Look at a world map or globe to locate Brazil and its capital city, Brasilia; Look at flags from different countries around the world and find out which country each belongs to	Identify seas of the UK using maps and satellite imaging; Locate on a world map or globe the countries of Hawaii, Australia, New Zealand, Tahiti and the province of Newfoundland; Look at real and imaginary	Build mini woodlands in sand and mud trays, creating tiny trees from twigs, sticks, pine cones and leaves.	

				treasure maps to identify a range of human and geographical features; Use information gathered from the RNLI website to locate the UK's RNLI stations; Join in with playground games such as 'Captain's Deck' which involve positional language including North, South, East and West.		
Art & Design	Draw an illustration of their favourite superhero, villain or sidekick using a variety of drawing materials.		Use coloured feathers to make a headdress for a samba parade; Explore the colours and textures of carnival through collage; Make a seasonal celebration card to give to someone special	Draw a boat from first-hand observation, looking carefully at shapes and form; Look at examples of pirate flags, talking about the shapes, patterns and colours used.	Press clay onto a tree trunk and sculpt a face into it using sticks, twigs, leave, stones and bark; Draw or paint a picture of a woodland creature, using a range of photographs and pictures to observe their features before doing so; Make an indoor gallery using natural materials.	
DT	Learn about healthy 'superfoods' that a superhero would need to eat to grow strong and stay fit and well; design and make a superhero mask of their own, Use different materials to design and make a superhero jetpack.	Design and make a model alien spaceship, gathering inspiration from books and stories they have read as well as their own imagination; Explore and evaluate a variety of space-related toys including rockets, space buggies, figures and	Learn about Brazilian percussion instruments and produce some of their own; Use cutting, sticking and stitching skills to create small fabric flags of Brazil; Make celebratory cakes such as the Brazilian 'beijinhos de coco' or 'quindim'; showcasing the design and technology work completed during the project, such as masks,	Play with and investigate a range of toy boats with moving parts and mechanisms; Use different materials to design and make a boat which floats.	Build a nest or a den for a woodland animal; Make a home for a tiny, magical creature such as a woodland fairy or imp; Create teeny treats for a tiny tea party to serve to imaginary woodland creatures.	

		costumes; Look at and play with a range of moving vehicles, observing and talking about how they move using appropriate vocabulary; Work with a design partner to review the different models they have made throughout the project.	headdresses and instruments.			
Music						
PHSCE	New Beginnings	Friendship	Going for Goals	Good to be Me	Relationships	Changes
PE	**Physical Me:** To safely follow instructions practising my travelling skills using different pathways using the playground markings. To explore object control to make up a game on my own that scores points and has simple rules (throwing and catching, bouncing, aiming, kicking, dribbling etc.) developing control and stability. **Gymnastics** **Physical Me:** To travel in different ways in gymnastics (including rolling, sliding, pushing,	**Physical Me:** To safely follow instructions practising my travelling skills using different pathways using the playground markings. To explore object control to make up a game on my own that scores points and has simple rules (throwing and catching, bouncing, aiming, kicking, dribbling etc.) developing control and stability and change of direction.	**Physical Me:** To explore object control to make up a game on my own or with a partner that scores points together and has simple rules (throwing and catching, bouncing, aiming, kicking, dribbling etc.) developing control and stability and change of direction / turning and good posture. **Gymnastics** **Physical Me:** To focus on individual body parts and be aware of what they are doing when performing the basic actions. To be able to perform an inverted balance. To be able to keep balance when travelling in a	**Physical Me:** To practise my travelling skills developing my landing and stopping skills safely changing direction. To explore how to receive different types of objects in different ways e.g. trapping, catching, stopping and hand over. To make up competitive game (S) with a partner that scores points against each other includes turning and posture (throwing and catching, bouncing, aiming, kicking, dribbling etc.). . **Gymnastics**	**Physical Me:** To practise my travelling skills developing my landing and stopping skills safely changing direction. To explore how to receive different types of objects in different ways e.g. trapping, catching, stopping and hand over. To make up competitive game (S) with a partner that scores points against each other includes turning and posture and ready position (throwing and catching, bouncing, aiming, kicking, dribbling etc.).	**Physical Me:** To practise my travelling skills developing my landing and stopping skills safely changing direction. To explore how to receive different types of objects in different ways e.g. trapping, catching, stopping and hand over. To make up competitive game (S) with a partner that scores points against each other includes turning and posture and ready position (throwing and catching, bouncing, aiming, kicking, dribbling etc.).

	weight on hands. To balance on small and large body (points and patches. To work with a partner to move equipment and place it into a safe space directed by our teacher	**Gymnastics** **Physical Me:** To be able to perform each of the basic actions in at least 3 ways showing increasing body control. To be able to perform the ways transferred to the apparatus showing a focus on safety and individuality. To be able to make different shapes and hold them. .	straight line on a piece of equipment.	**Physical Me:** To be aware of the directions in which the basic actions are being performed – forwards, backwards, sideways, diagonal. To focus on the direction the basic actions are being performed on the apparatus – forwards, backwards, sideways, up and down safely avoiding others	**Gymnastics** **Physical Me:** To be aware of how to slow actions down and speed actions up whilst keeping control. To focus on the actions that can be performed really slowly and contrast them to actions that can be performed more quickly. To be able to show different balanced starting and finishing positions. To be able to perform some actions more slowly than others when transferring work on to the apparatus. To be able to walk down steps using alternate feet.	**Gymnastics** **Physical Me:** To be able to perform a sequence of paired actions focusing on the transition from one action to the other with fluency. To be able to perform and link at least 3 balances on the floor including one inverted balance. To be able to safely transfer linked actions on to the apparatus and perform with individuality
French						
RE	**Believing** **Who is a Christian and what do they believe?** What do different people believe about God? Why do some people believe God exists? Do we need to prove God's existence?		**Believing** **Who is Muslim and what do they believe?** What do different people believe about God? Why do some people believe God exists? Do we need to prove God's existence?		**Expressing** **What makes some places sacred?** (Christians and Jewish people) Which places are special and why? Why do people pray? If God is everywhere, why go to a place of worship?	