

# TIME TRAVELLERS

'STEP INTO  
THE PAST'

# Y1 Autumn Term Curriculum Map

## Our Big Question:

*How can a community  
change things for the  
better?*

### READING & WRITING

#### Key Texts –

Rapunzel – Bethan Woollvin  
Zog & the Flying Doctor by Julia Donaldson

#### Writing Purposes –

To persuade- speech bubbles  
To entertain- fairy tale  
To inform- report  
To entertain- character description

### GRAMMAR

Write in first person.  
Using the conjunction – because.  
Use spaces to separate words.  
Full stops.  
Capital letters for the start of sentences.  
Use a capital letter for the personal pronoun I.  
To understand a story has a beginning, middle and end.  
To write an ending.  
Use of simple sentence structures.  
Size adjectives.  
Emotion adjectives.  
Adventurous vocabulary.  
Spaces to separate words.  
Capital Letters  
Full stops  
Capital letter for start of sentence, names, personal pronoun I.  
Prefix –un, unkind, undoing, untie  
Adjectives  
Statement

### MATHS

#### White Rose Maths Units:

Number & Place Value within 10  
Addition and subtraction within 10  
Geometry (shape)

### SCIENCE

#### Animals Including Humans:

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### Seasonal Changes:

Observe changes across the 4 seasons.

Observe and describe weather associated with the seasons and how day length varies.

*\*Scientific enquiry will run alongside all science units*

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## Autumn Term Curriculum map

### Our Big Question:

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### HISTORY

#### People Who Help Us

EYFS- Understanding the world.

#### Nurturing Nurses

The lives of significant individuals in the past who have contributed to national and international achievements.

Changes within living memory.

Focus on how have nursing changed over time (Florence Nightingale, Mary Seacole & Edit Cavell)

**British and/or School Values:**

**Integrity & Fellowship**

### GEOGRAPHY

### PSHE

#### **JIGSAW : BEING ME IN MY WORLD**

- 1: Feeling special and safe
2. Being part of a class
3. Rights and responsibilities
4. Rewards and feeling proud
5. Consequences
6. Owning the Learning Charter

#### **JIGSAW: CELEBRATING DIFFERENCES**

1. Similarities and Differences
2. Understanding bullying and knowing how to deal with it
3. Making new friends
4. Celebrating differences in everyone

**British and/or School Values:**

**Respect & Tolerance, Individual Liberty  
Integrity & Fellowship**

### DESIGN & TECHNOLOGY

#### **QCA unit – Eat more Fruit and Vegetables**

Children will learn about healthy eating as they explore a variety of fruits and vegetables, what they look like, taste like and feel like, as well as how to prepare fruits and vegetables through cutting, grating, peeling and more. They will then have the challenge of designing, making and evaluating their own salad.

**British and/or School Values:**

**Individual Liberty  
Joy**

### ART

'Spirals' – Molly Haslund  
'Simple printmaking'

**British and/or School Values:**

**Individual Liberty  
Joy**

### PE

#### **Real P.E./GYM Scheme –**

Unit 1 - Personal  
Unit 2 – Social (GYM)

#### **Games -**

Autumn 1 – Tag Rugby  
Autumn 2 – Hockey

**British and/or School Values:**

**Fellowship**

### MUSIC

#### **Charanga Music Scheme**

Hey You! – Old school hip-hop

Rhythm in the way we walk and Banana Rap – Reggae and hip hop

**British and/or School Values:**

**Joy**

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## Autumn Term Curriculum map

### Our Big Question:

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### COMPUTING

#### Purple Mash Scheme –

- 1.4 Lego Builders
- 1.5 Maze Explorers
- 1.6 Animated Story Books

### MFL: SPANISH

#### Language Angels Scheme:

Minibeasts

### Social, Moral, Spiritual, Cultural

#### Opportunities

- Remembrance Day
- Anti Bullying Week
- Christmas & the Nativity
- Trip to the local church
- Harvest Festival

#### British and/or School Values:

Respect and Tolerance, Individual Liberty  
Joy, Integrity, Fellowship

### RELIGIOUS EDUCATION

#### Understanding Christianity Unit:

What do Christians believe God is like? (God)

#### Understanding Christianity Unit:

Why does Christmas matter to Christians? (Incarnation)

#### Key words:

God	Christmas
Bible	Nativity
Creation	Special
Lord's Prayer	Celebrate
Jewish	Thanksgiving
Creator	Advent
Holy	Bethlehem
Loving	Good News
Forgiving	Church
	Crib

#### Prior Knowledge:

Ways of how Christians show their belief in God.  
Understand the story of the Lost Son.

Basic story of the birth of baby Jesus.  
Jesus was born in Bethlehem.

#### British and/or School Values:

Respect & Tolerance, Individual Liberty  
Joy, Integrity & Fellowship

### MENTAL HEALTH MY HAPPY MIND

#### MEET YOUR BRAIN

Location of brain in body and what it looks like  
Brain controls our body, emotions and solve problems  
3 parts of the brain  
Big emotions  
Happy breathing  
Practice – Neuroplasticity

#### CELEBRATE

Character strengths  
Love and kindness  
Bravery and honesty  
Exploring and learning  
Teamwork and friendship  
Love of life and our world

Recognising strengths

# ALL GOD'S CREATIONS

'THE SAME BUT DIFFERENT TOO'

# Y1 Spring Term Curriculum Map

## Our Big Question:

*What does the past tell us about how life used to be?*

### READING & WRITING

#### **Key Texts –**

Traction Man Is Here! – Mini Grey  
The Bee Who Spoke – Al MacCuish

#### **Writing Purposes –**

To inform- Explanation

To entertain- setting description

To inform- non-chronological report / fact file

Recount - Diary entry

To entertain- List poetry

### MATHS

#### **White Rose Maths Units:**

Place value within 20

Addition and subtraction within 20

Place value within 50

Length and height

Mass and volume

### SCIENCE

#### **Plants**

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.

#### **Animals including humans**

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Identify and name a variety of common animals who are carnivores, herbivores and omnivores.

Describe and compare the structure of a variety of common animals.

#### **British and/or School Values:**

**Responsibility**

**Joy**

*\*Scientific enquiry will run alongside all science units*

### GRAMMAR

Heading

Introduction

Simple factual sentences

Concluding sentence

Adjectives

Prepositions: up, down, in, into, out, to, onto

Regular plural noun suffixes –s or –es

Suffixes to verbs: –ing, –ed, –er

When and where as openers

Adjectives

Prepositions: inside, outside, towards, across, under

Bullet points for instructions

Labelled diagrams

Names

Labels

Captions

Lists

# ALL GOD'S CREATIONS

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# Y1 Spring Term Curriculum Map

## Our Big Question:

*What does the past tell us  
about how life used to be?*

### HISTORY

#### Toys

Changes within living memory.

What were toys like when our Grandparents were little.

#### Wicksteed Park/Charles Wicksteed

Changes within living memory.

Significant historical events, people and places in their own locality.

Link back to the toy unit- what did the park look like now and then?  
1920s- modern day

#### **British and/or School Values:**

**Integrity & Fellowship**

### GEOGRAPHY

#### Local Study: Hayfield Cross

Use simple fieldwork and observational skills to study the geography of the local school and its grounds and the physical features of its surroundings.

Human- house, town, shop, farm

Physical- hills, soil, vegetation, season and weather

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and construct basic symbols in a key.

#### **British and/or School Values:**

**Integrity & Fellowship**

### PSHE

#### **JIGSAW – DREAMS AND GOALS**

1. Setting goals
2. Identifying successes and achievements
3. Learning styles
4. Working well and celebrating achievement with a partner
5. Tackling new challenges
6. Identifying and overcoming obstacles
7. Feelings of success

#### **JIGSAW - HEALTHY ME**

1. Keeping myself healthy
2. Healthier lifestyle choices
3. Keeping clean
4. Being safe
5. Medicine safety/ safety with household items
6. Road safety
7. Linking health and happiness

### DESIGN & TECHNOLOGY

#### **Which parts of your picture should move?**

Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and where appropriate ICT.

Select from and use a range of tools and equipment to perform practical tasks.

Select from and use a wide range of materials and components including ingredients according to their characteristics.

### ART

**Playful Making'** – Christo & Jean-Claude  
**'Exploring Watercolour'** – Paul Klee, Emma Burleigh

#### **British and/or School Values:**

**Individual Liberty**

**Joy**

### PE

#### **Spring 1**

Unit 3 – Cognitive (GYM)  
Dodgeball

#### **Spring 2**

Unit 4 - Creative (REAL Dance)  
Netball

#### **British and/or School Values:**

**Individual liberty & Fellowship**

### MUSIC

#### **Charanga Music Scheme**

In the Groove – Blues, Latin, Folk, Funk,  
Baroque and Bhangra

Round and Round - Latin American

# ALL GOD'S CREATIONS

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# Y1 Spring Term Curriculum Map

## Our Big Question:

*What does the past tell us  
about how life used to be?*

### COMPUTING

**Purple Mash Scheme –**  
1.2 Grouping and Sorting  
1.1 Online Safety  
1.3 Pictograms

### MFL: SPANISH

**Language Angels Scheme:**  
In my town

### Social, Moral, Spiritual, Cultural Opportunities

Number Day  
Online Safety Week  
World Book Day  
Mother's Day  
British Science Week  
Easter Prayer Space

**British and/or School Values:**  
**Respect and Tolerance, Individual Liberty**  
**Joy, Integrity, Fellowship**

### RELIGIOUS EDUCATION

#### **Understanding Christianity**

Who made the world? (Creation)

#### **Diocese of Peterborough Syllabus 1.10**

How should we care for the world and for others,  
and why does it matter? (Thematic Unit)

#### **Key words:**

Creation	Christians
Worship	God
Pray	Big Frieze
Christian	Creation
Thanks	
Jewish	
Creator	
Relationship	
Unique	

#### **Knowledge:**

Creation story.  
Children will know God created the universe.  
Some understanding of the 'Big Frieze'.  
Humans should care for the world.

Deepened understanding of the Creation story  
(Genesis).

Everyone is unique.

**British and/or School Values:**  
**Respect and Tolerance, Individual Liberty**  
**Joy, Integrity, Fellowship**

### MENTAL HEALTH MY HAPPY MIND

#### **APPRECIATE**

Meaning of appreciation  
Wheel of gratitude  
Attitude of Gratitude  
Happy breathing for appreciation  
Improving how our H-A-P work together

#### **RELATE**

Understanding other people  
Differences  
Active listening  
Stop, understand and consider  
Happy breathing to help with big  
emotions when falling out with friends

# INTREPID EXPLORERS

'BEST OF  
BRITAIN'

# Y1

## Summer Term Curriculum Map

**Our Big Question:**

*Is change a good or a bad thing?*

### **READING & WRITING**

#### **Key Texts –**

Look Up!  
Adventures of the Egg Box Dragon

#### **Writing Purposes –**

To inform – A leaflet  
To entertain - Narrative  
To inform -Instructions  
To entertain -poems

### **GRAMMAR**

Story mapping  
Story openings  
Beginning/ middle/ end  
Opening, build up, problem/ dilemma, resolution, ending  
Command  
Exclamation  
Question  
Complex sentence using 'because, when, if, so, who'  
Exclamation marks  
Question marks  
Repetition  
Rhyme  
and, but, so, or, because, then, that, when, where  
Compound sentence using 'and, but, or'

### **MATHS**

#### **White Rose Maths Units:**

Multiplication and Division  
Fractions  
Position and Direction  
Place Value within 100  
Money  
Time

### **SCIENCE**

#### **Materials**

Distinguish between an object and the material from which it is made.  
Identify and name a variety of everyday materials.

Describe the simple physical properties of a variety of every day materials.

Compare and group together a variety of everyday materials on the basis of their physical properties.

*\*Scientific enquiry will run alongside all science units*

#### **British and/or School Values:**

**Responsibility**

**Joy**

# INTREPID EXPLORERS

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## Summer Term Curriculum Map

Our Big Question:

*Is change a good or a bad thing?*

### HISTORY

#### **Monarchs**

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Events beyond living memory.

16<sup>th</sup> Century Queen Elizabeth I and 19<sup>th</sup> century Queen Victoria

Changes within living memory.

Queen Elizabeth II- current reign

#### **British and/or School Values:**

**Individual Liberty and Rule of the Law**

### GEOGRAPHY

#### **The UK**

Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.

Use world maps, atlases and globes to identify the United Kingdom and its countries.

Use simple compass directions and locational and directional language to describe the location of features and routes on a map.

Identify seasonal and daily weather patterns in the UK. **Seasonal weather in our country (wind, rain, sun, snow).**

A Comparison can be made between different locations in the UK that show physical and human features clearly (London vs Seaside):

Use basic geographical vocabulary to refer to key physical features- beach, cliff, coast, sea, ocean,

Use basic geographical vocabulary to refer to key human features- city, house, office, port, harbour and shop

#### **British and/or School Values:**

**Integrity & Fellowship**

### PSHE

#### **JIGSAW – RELATIONSHIPS**

1. Belonging to a family
2. Making friends/ being a good friend
3. Physical contact preferences
4. People who help us
5. Qualities as a friend and person
6. Self-acknowledgement
7. Being a good friend to myself
8. Celebrating special relationships

#### **JIGSAW – CHANGING ME**

1. Life cycles – animal and human
2. Changes in me
3. Changes since being a baby
4. Differences between female and male bodies (correct terminology)
5. Linking growing and learning
6. Coping with change
7. Transition

#### **British and/or School Values:**

**Mutual Respect,**

### PE

#### **Real P.E Scheme –**

Unit 5 - Physical

Unit 6 - Health & Fitness

Summer 1 – Athletics

Summer 2 – Tennis

#### **British and/or School Values:**

**Joy & Fellowship**

### DESIGN & TECHNOLOGY

#### **Year 1 Twinkl unit – Fabric Bunting**

Design purposeful, functional appealing products for themselves and other users based on design criteria.

Generate, develop, model and communicate their ideas through talking, drawing templates, mock-ups and where appropriate ICT.

Select from and use a range of tools and equipment to perform practical tasks.

Select from and use a wide range of materials and components including textiles according to their characteristics.

Evaluate their ideas and products against design criteria.

### ART

#### **Making Birds' 'Inspired by Flora and Fauna' – Eric Carle**

To use a range of materials creatively to design and make products.

To use drawing painting and sculpture to develop and share their ideas experiences and imagination.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space.

#### **British and/or School Values:**

**Joy**

### MUSIC

#### **Charanga Music Scheme:**

**Term 1:**

Your Imagination

**Term 2:**

Reflect, rewind and replay – option to look at all of the extension activity documents.



# INTREPID EXPLORERS

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## Summer Term Curriculum Map

**Our Big Question:**

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### **COMPUTING**

#### **Purple Mash Scheme –**

- 1.7 Coding
- 1.8 Spreadsheets
- 1.9 Technology Outside School

### **MFL: SPANISH**

**Language Angels Scheme: Superheroes  
Teddy Bear Picnic**

### **Social, Moral, Spiritual, Cultural Opportunities**

- Earth Day
- Spanish Afternoon
- Charity Week (local)
- Pride Week
- World Music Day
- Sports Day
- Father's Day
- Visual Arts Week

**British and/or School Values:**

**Respect and Tolerance, Individual Liberty**

**Joy, Integrity, Fellowship**

### **RELIGIOUS EDUCATION**

#### **Diocese of Peterborough Syllabus**

**1.7**

Who is Jewish and how do they live? (Judaism)

Summer 2 extend knowledge and compare to Christianity.

**Key words:**

God  
Torah  
Jewish  
Shema (prayer)  
Shabbat  
Sukkot  
Chanukah

**Knowledge:**

Recognise words of a Shema.  
Give examples of some Jewish celebrations.

**British and/or School Values:**

**Tolerance and Mutual Respect**

**Joy, Integrity, Fellowship**

### **MENTAL HEALTH MY HAPPY MIND**

#### **ENGAGE**

Definition of engage  
How engaging can make you better at something  
Setting goals  
Achieving goals