Year 1 Curriculum Map 2026-2027

	Autumn Term 1 7.5 weeks	Autumn Term 2 7 weeks	Spring Term 1 6 weeks	Spring Term 2 5 weeks	Summer Term 1 7 weeks	Summer Term 2 6.5 weeks
Curriculum enhancements	School Council Elections Parents in to read their child's finished story based on Handa's surprise Phonics parents morning Harvest Assembly	Seasonal walks Planting bulbs Start an autumn/winter weather journal Walking to the church to make Christingles Christmas crafternoon with parents	Parents/grandparents to showcase their toys	Spring weather and day length journal Art in the community Science Week World Book Day	Trip – Castle Seasonal walk Whole school gallery	Health and wellbeing week Phonics screening
Science	**Everyday Materials** Materials can be described and grouped according to their properties. These properties make them suitable for different uses. *What is the most useful material for a dog bed?* • 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 based on their simple physical properties. **Scientific Skill:** Performing simple tests **Key Scientist:** Dr. Raquel Prado **Home Learning Task:** Materials hunt around the home.	**Seasonal Changes** The year can be split into a cycle of four seasons which have characteristic weather patterns and day lengths. *How do things change in Autumn?* • 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. **Scientific Skill:** Gathering and recording data to help in answering questions. **Key Scientist:** Claire Nasir **Home Learning Task:**	**Animals Including Humans** All animals are living things but not all living things are animals. Animals can be sorted into different groups. *If an animal lives in the sea, is it a fish?* • 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. **Scientific Skill:** Identifying and Classifying. **Key Scientist:** Charles Darwin **Home Learning Task:** Partake in a bird watch, how many birds did you see/recognise/hear?	**Plants** Plants have common parts, but they vary between the different types of plant. *What happens to plants in spring?* • 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. **Scientific Skill:** Observing closely using simple equipment **Key Scientist:** Bethan Stagg **Home Learning Task:** Make a tally chart on a walk to school. How many deciduous and evergreen trees can you spot?	**Seasonal Changes** The year can be split into a cycle of four seasons which have characteristic weather patterns and day lengths. *What if there was only one season?* • 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. **Scientific Skill:** Asking simple questions and recognising that they can be answered in different ways **Key Scientist:** Jean Combes **Home learning task:** Create a poster detailing the seasonal changes you have seen since the winter.	**Animals Including Humans** The human body is made up of different body parts that have specific functions. *Which sense is the most useful?* • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Using observations and ideas to suggest answers to questions.** **Scientific Skill:** Asking simple questions and recognising that they can be answered in different ways **Key Scientist:** Florence Nightingale **Home learning task:** Describe an object using your 5 senses
Geography		**Autumn 2** **My Local Area** **Human and Physical Features** Use basic geographical vocabulary to refer to key human and key physical features (see NC subject content for vocabulary).		**Spring 2** **The United Kingdom** **Countries of the UK and Surrounding Seas** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		**Summer 2** **Our World** **Continents and Oceans** Identify seasonal and daily weather patterns in the United Kingdom Name (and locate) the world's seven continents and five oceans.

		Use simple fieldwork and observational skills to study the geography of their school and its grounds and its human/physical features.		Use world maps, atlases and globes to identify the United Kingdom and its countries.		Know the location of the hot and cold areas of the world in relation to the equator and the North and South poles. Use world maps, atlases and globes to identify the United Kingdom and its countries, and continents and oceans of the world.
History	**Bonfire Night** ***Why do people celebrate Bonfire Night on November 5th?*** **People in the past were real people, had feelings like real people and usually did things for a reason.** -Ask and answer questions -Choosing and using parts of stories and other sources to show what they know and understand about key features of events. -Events beyond living memory that are significant nationally.		**Toys** *Did our grandparents play with the same toys as us?* **Many things in the past have changed and are still changing, but some things are the same.** -Develop an awareness of the past, using common words and phrases relating to the passing of time. -Changes in living memory, aspects of change in national life.		**Castles** *What makes a castle a castle?* *How has Norwich Castle changed?* **People in the past did not always think that the same things were as important in their lives as you do today.** -Identify similarities and differences between ways of life in different periods. -Significant historical place in their own locality.	
Art	**Drawing – Portraits** **Significant Artist: Giuseppe Arcimboldo & Pablo Picasso** • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	**Painting – Colour Wheel & Colour Mixing** **Significant Artist: Van Gogh & Henri Matisse** • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		**Painting – Shade, Shape & Texture** **Significant Artist: Alma Thomas** • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, crafters, makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	**Sculpture – Nature** **Significant Artist: Barbara Hepworth** • to use a range of materials creatively to design and make products • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
Design and Technology		**Textiles (Puppets)** Kapow Unit Templates and joining techniques • design purposeful, functional, appealing products for themselves and other users based on design criteria • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	**Mechanisms** (Sliding pictures) Kapow Unit – making a slider game Sliders and Levers • Explore and use mechanisms [levers, sliders] in their products. • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria			**Structures** (Towers) - 4 weeks Kapow Unit • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups • build structures, exploring how they can be made stronger, stiffer and more stable **Food (short unit)- 3 weeks** Smoothies/Fruit Salad Kapow Unit Fruit Kebabs - Preparing fruit, peeling, chopping, squeezing

						• explore and evaluate a range of existing products • evaluate their ideas and products against design criteria
PSHE	**Relationships** What makes a good friend? Additional lessons – PANTS rule, Safeguarding Helping Hands	**Relationships** What is bullying?	**Living in the wider world** What jobs do people do? **Extracurricular:** visit from police/paramedic/doctor/dentist to link between this and safety.	**Health and wellbeing** What helps us stay safe?	**RSE** **Education solutions lesson plans**	**Health and Wellbeing** What can help us grow and stay healthy?
PE	**Sending and Receiving** Ball Skills	**Net and Wall games** Dance	**Target games** Gymnastics	**Team building** Yoga	**Athletics** Parkour	**Striking and Fielding games** Invasion games
Computing	**Computing systems and networks – Technology around us** • Recognise common uses of information technology beyond school • Use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**Creating media – Digital painting** • Use technology purposefully to create, organise, store, manipulate, and retrieve digital content **KS1 Art and Design** • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space • About the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines and making links to their own work	**Programming A – Moving a robot** • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Recognise common uses of information technology beyond school	**Data and information – Grouping data** • Use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Use technology safely and respectfully	**Digital writing** • Keyboard • Adding and moving text • Exploring the tool bar • Making changes • Explaining my choices • Pencil or keyboard.	**Programming B - Programming animations** • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs
Music	**Charanga** **Unit:** Rhyming in time **Style:** Chant, rap and sing	**Charanga** **Unit:** Lets start singing Style: create and follow the melodic shape to the song. **Christmas Songs - Little angle gets her wings**	**Charanga** **Unit:** Music inspired by the word around us **Style:** Different historical periods. Music a=can tell a story.	**Charanga** **Unit:** Exploring rhythem patterns **Style:** Creating steady rhyme patterns, finding the beat	**Charanga** **Unit:** Sound and pictures **Style:** Creating music and symbols to represent sound	**Charanga** **Unit:** Highs and lows **Style:** Difference between rhythm and a pitch pattern
Religious Education	**Christian, Muslim, Hindu** **What do my senses tell me about the world of religion and belief?** Introduce different religious buildings, sacred books, food and clothing.	**Muslim, Christian** **How does a celebration bring a community together?** Compare similarities and differences Muslim: Eid ul-Fitr or the end of Ramadan, Christian: Christmas. Look at traditions for both religions e.g. food, clothes, messages	**Jewish** **What do Jewish people remember on Shabbat?**	**Christian** **What does the cross mean to Christians?** Easter story	**Hindu, Christian** **How did the universe come to be?** Explore different beliefs	