

Primary Curriculum Map  
Year 1 2023-2024

Subjects	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>Literacy</u></b>	<p><b><u>Early Reading</u></b> Repetitive stories – joining in, predicting what will happen. Answering ‘who’, ‘what’ and ‘what doing?’</p> <p><b><u>Receptive and productive (Speaking and listening)</u></b> Naming everyday objects Watching a peer when they answer Asking a friend to play</p> <p><b><u>Phonics</u></b> Daily Visual Phonics sessions Daily 1:1 reading at phonics level –sounding out, blending and comprehension</p> <p><b><u>Writing</u></b> Letter formation: lower case letters Labels - labelling pictures and body parts Using adjectives to describe senses</p>	<p><b><u>Early Reading</u></b> Engaging with a range of books (fiction and non-fiction) Answering simple recall questions Sequencing and retelling familiar stories</p> <p><b><u>Receptive and productive (Speaking and listening)</u></b> Making a request. Conversational turns</p> <p><b><u>Phonics</u></b> Daily Visual Phonics sessions Daily 1:1 reading at phonics level –sounding out, blending and comprehension</p> <p><b><u>Writing</u></b> Letter formation: lower case letters continued Labels - labelling pictures and body parts Using adjectives to describe emotions</p>	<p><b><u>Early Reading</u></b> Answering prediction and analytical questions. Answering who/what/where/when and why?</p> <p><b><u>Receptive and productive (Speaking and listening)</u></b> Repairing a breakdown in conversation Interviewing familiar people. Recalling an answer from a peer.</p> <p><b><u>Phonics</u></b> Daily Visual Phonics sessions: Review. Learn, practise, apply.</p> <p>Daily 1:1 reading at phonics level –sounding out, blending and comprehension</p> <p><b><u>Writing</u></b> Letter formation: lower and capitals Labels – labelling pictures with every day things Using adjectives to describe senses and emotions</p>	<p><b><u>Early reading</u></b> Evaluating reasons why an event happened/ a character acted a certain way. Analysing emotions in a story and using expression in reading. Identifying past and present tense markers</p> <p><b><u>Receptive and productive (Speaking and listening)</u></b> Turn taking in 1:1 and small-group conversations.</p> <p><b><u>Phonics</u></b> Daily Visual Phonics sessions: Review. Learn, practise, apply.</p> <p>Daily 1:1 reading at phonics level –sounding out, blending and comprehension</p> <p><b><u>Writing</u></b> Letter formation: lower and capitals Labels – labelling pictures with every day things Using adjectives to describe senses and emotions</p> <p>Using ‘and’ to join clauses.</p>	<p><b><u>Early reading</u></b> Join in with repetitive or predictable language Relate to a story using personal experience</p> <p><b><u>Receptive and productive (Speaking and listening)</u></b> Join in discussions around a story. Offer answers without being prompted in class discussion. Turn-take in class discussion.</p> <p><b><u>Phonics</u></b> Daily Visual Phonics sessions: Review. Learn, practise, apply.</p> <p>Daily 1:1 reading at phonics level –sounding out, blending and comprehension</p> <p><b><u>Writing</u></b> Letter formation: lower and capitals Labels – labelling pictures with every day things Using adjectives to describe senses and emotions</p> <p>Composing a sentence</p>	<p><b><u>Early reading</u></b> Join in with repetitive or predictable language Relate to a story using personal experience</p> <p><b><u>Receptive and productive (Speaking and listening)</u></b> Join in discussions around a story. Offer answers without being prompted in class discussion. Turn-take in class discussion.</p> <p><b><u>Phonics</u></b> Daily Visual Phonics sessions: Review. Learn, practise, apply.</p> <p>Daily 1:1 reading at phonics level –sounding out, blending and comprehension</p> <p><b><u>Writing</u></b> Letter formation: lower and capitals Labels – labelling pictures with every day things Using adjectives to describe senses and emotions</p> <p>Composing a sentence</p>

<b><u>Maths</u></b>	<p><b><u>Number</u></b></p> <p>Counting from 0-20. Reading, recognising and writing numbers. Part-whole model: number bonds to 5 and 10 Comparing numbers (more/less) Finding one more and one less. Ordering numbers Finding the missing number Greater than, less than, equal to &lt; &gt; =</p> <p><b><u>Shape, Space and Measure</u></b></p> <p>Days of the week- names and sequencing Recognising and naming 2D shapes</p>	<p><b><u>Number</u></b></p> <p>Counting past 20. Reading and recognising numbers (continued) Number bonds within 10. Addition (to 20) using physical resources (such as toys) or a number line. Subtraction using physical toys and number lines.</p> <p><b><u>Shape, Space and Measure</u></b></p> <p>Months and seasons Time – day and night, morning, afternoon, o clock. Measuring</p>	<p><b><u>Number</u></b></p> <p>Counting on from a given number to 50. Number bonds within 20. Using addition and subtraction by crossing 10. Reading and recognising numbers (continued) Use symbols for + - and = Order &amp; compare numbers</p> <p><b><u>Shape, Space and Measure</u></b></p> <p>Months and seasons Time – day and night, morning, afternoon, o clock. Measuring Money – exchanging for goods</p>	<p><b><u>Number</u></b></p> <p>Counting forwards and back across 50. Count in 2s Addition and subtraction</p> <p><b><u>Shape, Space and Measure</u></b></p> <p>Comparing length and height Using a ruler accurately</p> <p>Understand weight and mass use non-standard measure to compare mass.</p> <p>Understand capacity and volume. Use non-standard measures to compare capacity. Time – day and night, morning, afternoon, o clock. Money – exchanging for goods in pennies</p>	<p><b><u>Number</u></b></p> <p>Count in 2s, 5s and 10s. Use a 100 square. put objects into equal groups.</p> <p>Make doubles</p> <p>Show how equal groups help us to count. Use an array to multiply.</p> <p>Explore division into equal groups.</p> <p>Find half by sharing.</p> <p>Link halving and doubling.</p> <p>Fractions: half and quarter of a shape, amount. Finding the ‘whole’.</p> <p><b><u>Shape, Space and Measure</u></b></p> <p>Months and seasons Time – day and night, morning, afternoon, o clock. Measuring Money – exchanging for goods</p>	<p><b><u>Number</u></b></p> <p>Partitioning numbers into 10s and 1s Place value</p> <p><b><u>Shape, Space and Measure</u></b></p> <p>Recognise coins Recognise notes Make amounts with coins Sequence events, days months and time Read o’clock Read half past Use a timer</p> <p><b><u>Geometry</u></b></p> <p>Position and direction, including turns.</p>
<b><u>Science</u></b>	<p><b><u>Everyday Materials</u></b></p> <p>Language that supports everyday conversations.</p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment, performing simple tests, identifying and classifying.</p>	<p><b><u>Seasonal Changes</u></b></p> <p>Language that supports everyday conversations.</p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment, performing simple tests,</p>	<p><b><u>Animals Including Humans</u></b></p> <p>Language that supports everyday conversations.</p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment, performing simple tests, identifying and classifying.</p>	<p><b><u>Animals Including Humans</u></b></p> <p>Language that supports everyday conversations.</p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment, performing simple tests,</p>	<p><b><u>Plants</u></b></p> <p>Language that supports everyday conversations.</p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment, performing simple tests,</p>	<p><b><u>Seasonal Changes</u></b></p> <p>(revisited to compare seasons)</p> <p>Language that supports everyday conversations.</p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using</p>

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<b><u>Topic (Geography /history)</u></b>	<p><b><u>The Five Senses</u></b></p> <p>Language that supports everyday conversations.</p> <p>What can you hear, see, smell, taste and touch? Describing textures, smells and tastes</p> <p>Where does food come from? (Harvest celebration)</p> <p><b><u>Geography</u></b> Describing different places Naming and finding countries on a globe Where food comes from</p> <p><b><u>History</u></b> Black History Month: role models and key figures in history. (Daily celebration throughout October)</p>	<p><b><u>Celebrations</u></b></p> <p>Language that supports everyday conversations.</p> <p><b><u>RE</u></b> Chanukah, Diwali: Festivals of light – what do people celebrate? Why? Common celebrations: why do we celebrate Fireworks Night, weddings and birthdays? What are some typical British traditions? Christmas – the Nativity story</p> <p><b><u>Geography</u></b> Comparing traditions around the world Food from other cultures Clothing from other cultures</p> <p><b><u>History:</u></b> Engaging in a key event from British History (Bonfire Night) (Remembrance Sunday) What is a tradition? Why is it important? (Religious festivals)</p>	<p><b><u>Seasonal changes</u></b> (science linked and revisited to compare seasons)</p> <p>Language that supports everyday conversations.</p> <p>Language that supports everyday conversations.</p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment, performing simple tests, identifying and classifying. Using their observations and ideas to suggest answers to questions</p> <p><b><u>History and Geography:</u></b> Traditions around the world: Chinese New Year</p>	<p><b><u>Toys</u></b></p> <p>Language that supports everyday conversations.</p> <p><b><u>History:</u></b> How toys have changed How technology has changed What is the same/different to our (grand)parents childhood? Comparing and sorting images of ‘then’ and ‘now’.</p>	<p><b><u>Amazing Architects</u></b></p> <p>Language that supports everyday conversations.</p> <p><b><u>Geography</u></b> Discussing Identifying local and national landmarks.</p> <p><b><u>History</u></b> - significant events, people and places in their own locality (e.g. Lauderdale House, Kenwood house and Highpoint). - communicate historical knowledge by writing, drawing and discussion. - answer questions about the past and the structures people built.</p>	<p><b><u>The Five Senses (revisited)</u></b></p> <p>Language that supports everyday conversations.</p> <p>What can you hear, see, smell, taste and touch? Describing textures, smells and tastes</p>
<b><u>BSL</u></b>	Topic and wider curriculum vocabulary Using facial expressions to support communication Grammar	Topic and wider curriculum vocabulary Using facial expressions to support communication	Topic and wider curriculum vocabulary Using facial expressions to support communication	Topic and wider curriculum vocabulary Grammar Deaf studies	Topic and wider curriculum vocabulary Grammar Deaf studies	Topic and wider curriculum vocabulary Grammar Deaf studies

	Deaf studies (including deaf awareness session with mainstream peers) Deaf studies – who was Blanche Nevile?	Grammar – signing prepositions Deaf studies - Role models	Grammar Deaf studies			
<b>Computing</b>	Computer literacy and e-safety: using Seesaw; logging in and out.  Creating media: Digital painting  Passwords: how do they keep us and our work safe?	Computing systems and networks: Technology around us  E-safety: what to do if you see something you don't like on phone/iPad/TV. (including a session on age restrictions and supervision) Creating media: digital painting unit	Programming A: Moving a robot (Beebots)  E-safety: Balancing our time (screen time, blue light and health)  Internet Safety Week	Data and information unit: Grouping data  E-safety: Personal information – what is public? What is private?  E-safety: Safer Internet	Creating media – Digital writing - typing - capital letters - using Word  E-safety: be SMART	Programming B - Programming animations (Scratch Junior) (linked to instructions in literacy)  E-safety: Safe image searching (linked to research in literacy)
<b>P.E</b>	<b>Outdoor</b> Ball skills	<b>Outdoor</b> Throwing and catching Scooter training	<b>Outdoor</b> Fitness: developing 'ABC' (ability, balance and coordination)	<b>Outdoor</b> Invasion Games	<b>Outdoor</b> Learning about Wimbledon Tennis coaching (TBC)	<b>Outdoor</b> Sports Day FIFA women's world cup – women in sport
	<b>Indoor</b> Balance and movement	<b>Indoor</b> Dance	<b>Indoor</b> Gymnastics	<b>Indoor</b> Yoga	<b>Indoor</b> Net and Wall Team building games	<b>Indoor</b> Athletics Striking and Fielding
<b>PSHE/ RSE/ RE</b>	What is the same and different about me? [Me & others] How do we play and work well together? Deaf role models: International Week of the Deaf My jobs at school and home (responsibilities) Looking after baby	Firework safety  Who is special to us?  How can we be a good friend?  Try foods from different cultures/traditions  Diwali/Chanukah – religious festivals of light around the world  Christmas story – the Nativity  Anti-bullying week  Deaf role-models	Clothing for different weather  What keeps me healthy? - Food - Exercise - Sleep and rest - Routines - Hearing technology and how it helps me learn	What are different feelings and how do I express them? Change and loss.  Easter traditions and the Easter story  LGBT+ History Month  International Women's Day  Mother's Day – female role models  Ramadan: The revealing of the Quran to Prophet Mohammed	Eid-al-Fitr traditions  Saint George's Day – what is a saint? Why do we have one?  How do things grow and change? (RSE) - how our bodies get bigger as we grow - learning to name body parts including external genitalia - PANTS rule	Father's Day – male role models  Sustainability Week (linked to science topic)  Who helps to keep us safe? (including emergency services) (RSE)  Who can we talk to if we feel uncomfortable? (Rule of 5) (RSE)

		Pants rule: personal space				
<b><u>School Visits / visitors</u></b>	Forest School Visits (every other week)	Theatre (inclusive show) Forest School (every other week) Synagogue visit	Forest School (every other week)  Bowling Competition – Panathlon	Forest School (every other week)  TBC	Forest School (every other week)  TBC	Forest School (every other week)  TBC
<b><u>Texts used</u></b>	We're Going On A Bear Hunt (Michael Rosen) What Can I...Smell, See, Hear, Taste, Touch? (Sue Barraclough) The Very Hungry Caterpillar (Erin Carle)	So Much (Trish Cooke) Children Just Like Me (Anabel Kindersley) Kipper's Christmas Eve (Mick Inkpen) The Nativity (May Eliot) The Snowman (Raymond Briggs) Eight Candles to Light (Jonny Zucker) Kindness (Mandy Archer) Lost and Found The Gingerbread Man	Handa's Surprise (Eileen Browne) On the Way Home (Jill Murphy) All About Weather (Huda Harajli)	While You Are Sleeping (Alexis Deacon)  The Winter Bear (Ruth Craft)  Lost in the Toy Museum: An Adventure (David Lucas)	Hansel & Gretel The Three Little Pigs Little Red Riding Hood The Minpins (Roald Dahl)  Street Through Time  The Magic Bed (John Burningham)	Bog Baby (Jeanne Willis)  Buzzy Bees (Sally Morgan) Busy Buzzy Bee (Karen Wallace) Busy As A Bee (Lewis P Carroll) Bees And Wasps (James Maclaine (Usbourne)

This is the projected plan that may be subject to change.