

Primary Curriculum Map

Year 1- 2025-2026

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Five Senses	Celebrations	Whatever the Weather	Toys	Amazing Architects	Flowers and Insects
Literacy	Early Reading Repetitive stories – joining in, predicting what will happen. Answering ‘who’, ‘what’ and ‘what doing?’ Guided reading Receptive and productive (Speaking and listening) Naming everyday objects. Watching a peer when they answer. Asking a friend to play. Phonics Daily Visual Phonics sessions Daily 1:1 reading at phonics level –sounding out, blending and comprehension Writing Letter formation: lower case letters Labels - labelling pictures and body parts Using adjectives to describe senses (SaLT sessions)	Early Reading Engaging with a range of books (fiction and non-fiction) Answering simple recall questions Sequencing and retelling familiar stories Guided reading Receptive and productive (Speaking and listening) Making a request. Conversational turns. Phonics Daily Visual Phonics sessions Daily 1:1 reading at phonics level –sounding out, blending and comprehension Writing Letter formation: lower case letters continued Labels - labelling pictures and body parts Using adjectives to describe emotions Michael Rose Day activities with mainstream class	Early Reading Answering prediction and analytical questions. Answering who/what/where/when and why? Guided reading Receptive and productive (Speaking and listening) Repairing a breakdown in conversation. Interviewing familiar people. Recalling an answer from a peer. Phonics Daily Visual Phonics sessions: Review, learn, practise and apply. Daily 1:1 reading at phonics level –sounding out, blending and comprehension Writing Letter formation: lower and capitals Labels – labelling pictures with every day things Using adjectives to describe senses and emotions Year 1 Weather performance with mainstream classes	Early Reading 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 Guided reading Receptive and productive (Speaking and listening) Turn taking in 1:1 and small-group conversations. Phonics Daily Visual Phonics sessions: Review, learn, practise and apply. Daily 1:1 reading at phonics level –sounding out, blending and comprehension Writing Letter formation: lower and capitals Labels – labelling pictures with every day things Using adjectives to describe senses and emotions Using ‘and’ to join clauses.	Early reading Name some features of a traditional story Join in with repetitive or predictable language Relate to a story using personal experience Receptive and productive (Speaking and listening) Join in discussions around a story. Offer answers without being prompted in class discussion. Turn-take in class discussion. Phonics Daily Visual Phonics sessions: Review. Learn, practise, apply. Daily 1:1 reading at phonics level –sounding out, blending and comprehension Writing Non-fiction: describe objects and buildings using adjectives and a range of nouns linked to materials. Fiction: Traditional tales and fairy stories. Writing a descriptive setting. Using imagination to create a setting. Composing a sentence.	Early reading Name some features of a fantasy story. Receptive and productive (Speaking and listening) Giving, following and remembering instructions of increasing length e.g. 1 step, 2-step or 3-step instructions. Phonics Daily Visual Phonics sessions: Review. Learn, practise, apply. Daily 1:1 reading at phonics level –sounding out, blending and comprehension Writing Non-fiction: Information texts: use reference books, create an information page about a bee (see science), building on previous knowledge around captions, labels and lists. Fiction: fantasy stories – read, act out and respond to fantasy stories.

<u>Maths</u>	<u>Number (Place value)</u> 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 < > = <u>Shape, Space and Measure</u> Days of the week- names and sequencing Recognising and naming 2D shapes	<u>Number (Addition and subtraction)</u> Identifying and representing numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer). Reading, writing and interpreting mathematical statements involving addition (+), subtraction(−) and equals (=) signs. Representing and using number bonds and related subtraction facts within 20. Adding and subtracting 1-digit and 2-digit numbers to 20, including zero. <u>Geometry (Shape)</u> Recognising and naming common 2-D and 3-D shapes [2-D shapes for example, rectangles, squares, circles and triangles; 3-D shapes for example, cuboids, cubes, pyramids and spheres].	<u>Number (Place value)</u> -Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. -Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. -Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. -Read and write numbers from 1 to 20 in numerals and words. -Given a number, identify 1 more and 1 less. <u>Number (Addition and subtraction)</u> -Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs. -Add and subtract 1-digit and 2-digit numbers to 20, including zero. -Represent and use number bonds and related subtraction facts within 20. -Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$	<u>Number (Place value)</u> -Counting forwards and back across 50. -Count in 2s -Addition and subtraction Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. - Given a number, identify 1 more and 1 less. <u>Measurement (Length and height)</u> -Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time. -Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time. <u>Measurement (Mass and volume)</u> -Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time. - Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time.	<u>Measurement (Length and height)</u> -Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time. -Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time. <u>Number (Place value)</u> - Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. <u>Number (Multiplication and division)</u> - Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s. - Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <u>Number (Fractions)</u> - Recognise, find and name a half as one of two equal parts of an object, shape or quantity. - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	<u>Measurement (Mass and volume)</u> -Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time. -Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time. <u>Number (Place value)</u> - Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number <u>Measurement (Money)</u> - Recognise and know the value of different denominations of coins and notes. <u>Measurement (Time)</u> - Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). - Recognise and use language relating to dates, including days of the week, weeks, months and years. - Measure and begin to record time (hours, minutes, and seconds). - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
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Science	<u>Everyday Materials</u> - 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 on the basis of their simple physical properties.	<u>Seasonal Changes</u> - Describe the general types of weather and changes in day length over the seasons. - Describe some other features of their surroundings, themselves, animals, plants that change over the seasons. - Observe changes across the four seasons. - Observe and describe weather associated with the seasons and how day length varies.	<u>Animals Including Humans</u> - Identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds. - 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 (birds, fish, amphibians, reptiles, 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.	<u>Animals Including Humans (continued)</u> - Identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds. - Name and classify a range of animals. - Look at animals in relation to their habitat (climate). - Name herbivores & carnivores.	<u>Plants</u> - Identify and name a variety of common invertebrates, including insects. - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Life cycle of a butterfly - Life cycle of a bee - Cooking using local plants (flower salad)	<u>Plants (continued)</u> - Identify and name a variety of common invertebrates, including insects. - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Life cycle of a butterfly - Life cycle of a bee - Cooking using local plants (flower salad)
Topic (Geography / History)	<u>The Five Senses</u> Language that supports everyday conversations. What can you hear, see, smell, taste and touch? Describing textures, smells and tastes Where does food come from? (Harvest celebration) <u>Geography</u> Describing different places Naming and finding countries on a globe Where food comes from	<u>Celebrations</u> Language that supports everyday conversations. <u>RE</u> 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 <u>Geography</u> Comparing traditions	<u>Whatever the Weather</u> <i>The topic explores both weather and climate. The topic studies the main features of the major climatic regions of the world and explores how everyday life has adapted to different climates. In science children learn about animals, considering how animals have adapted to thrive in different climatic conditions.</i> <u>Geography:</u> -Understand what weather is. -Set up a weather station	<u>Toys</u> <u>Geography</u> -Locate a number of places on world map (based on origin of different toys). <u>History</u> -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’.	<u>Amazing Architects</u> <u>Geography</u> - Identifying local and national landmarks. - Observing and recording local architecture. Identify use of range of buildings. <u>History</u> - 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.	<u>Flowers and Insects</u> <u>Geography</u> -Naming local flora and fauna -Comparing natural and man-made <u>History</u> -Sustainability – why is it important to look after things from the past/present? -What do we want to leave for the future? (Time capsule)

	History Black History Month: role models and key figures in history. (Daily celebration throughout October) Whole school Carnival linked to Black History Month	around the world Food from other cultures Clothing from other cultures History: Engaging in a key event from British History (Bonfire Night) (Remembrance Sunday) What is a tradition? Why is it important? (Religious festivals)	and take daily readings. -Learn how weather is different around the UK. -Deliver a weather forecast. -Observe and describe the seasons at Forest School. -Use simple compass directions (North, South, East and West) -Vocabulary: weather, season, wind, temperature, precipitation, compass, North, South, East, West Year 1 Weather performance with mainstream partnership classes		- Answer questions about the past and the structures people built.	
<u>BSL</u>	First week Blanche Nevile Drawing Blanche Nevile History Alphabet A to Z Recap Alphabet 3 letters Name me What Number 1 to 50 Age Number	Colour & Shape Firework & Drawing colourful Calendar Date, Week, month Calendar Timeline, today, tomorrow, yesterday Birthday, Celebrations Christmas Vocabulary Christmas Games	Weather vocabulary with NMF Weather Placement sky/ground Weather Eye Gaze, Location Dialogue Question What, When link Weather Dislike / like Dialogue Video record about Weather	Prepositions Ball & Table Toys Vocabulary Point/Location – shelf, Table Everyday Nouns 3 Signs Based	Building & Style NMF / Size and Shape Building – Material – NMF light or heavy Time/ O'clock Rep Time/ O'clock Every day Routine Verbs, Give Want	Plants Vocabulary/ Colour /Size Describe Insects NMF/Eye Gaze/Size Recap Plants and Insects Saw Been & Finish 3 Signs Based with describe / Colour
<u>Deaf Studies</u>	Senses - To learn about our senses, focusing on a different sense each week. - To learn about our sense of sight. - To know more about our sense of smell. - To know more about our sense of taste. - To know more about our sense of touch. - To know more about	Christmas Stories - To know a well-known Christmas story. - To draw a chosen character. - To describe their character in detail. - To act in the style of their character. - To retell the story and act it out.	Technological Aids - To know the difference between old and new technology. - To learn about old and new technical aids that help us. - To learn about different alerting systems. - To explore the school and find out what devices/technology we have to help us.	Regional and Country Signs - To identify variation in regional signs. - To identify variation signs around the UK (North/South) by using number and colours. - To compare signs around the world. - To research culture, community and sign language in a chosen country.	Deaf History - To learn about signing variations and how some signs have changed. - To recognise how fingerspelling has changed from past to present. - To watch videos of people using sign language in the past. - To use the SHARE: The Deaf Visual Archive.	Deaf Identity - To talk about our families. Who is Deaf and hearing at home? - To learn about our identities. Who is Deaf and hearing at school? - To learn about our hearing levels. What we can and cannot hear at school. - To create their own family tree and label

	how we hear.		- To learn about hearing aids and cochlear implants. - To create a survey and bar graph to record which technical aids people in their class use.	To consider how to sign to a group of people using good public presentation skills.	To create a video comparing the BSL styles from past and present.	who's deaf/hearing. To paint a family portrait and present about it in BSL.
Computing	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)	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)
P.E.	Outdoor Ball skills Forest School	Outdoor Throwing and catching Forest School	Fitness: developing 'ABC' (ability, balance and coordination)	Invasion Games	Learning about Wimbledon Tennis coaching	Sports Day
	Indoor Balance and movement	Indoor Dance	Gymnastics	Yoga	Net and Wall Team building games	Athletics Striking and Fielding
PSHE / RE	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 (cleaning, drying, changing nappy and dress up)	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	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	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) Family Day performance

		Deaf role-models Pants rule: personal space Anti-bullying week workshop with mainstream class		the Quran to Prophet Mohammed World Book Day Sign Language Week		
<u>School Visits / Visitors</u>	Forest School Visits (every other week)	Forest School (every other week) Highgate Synagogue All Saints Church Jackson's Lane – The Moomins Frank Barnes School Christmas Show Deaf Santa - SignVideo	Forest School (every other week) Kite flying at Kenwood House Year 1 Weather performance with mainstream partnership classes	Forest School (every other week) Bubble Planet Frank Barnes School for celebration of BSL Recognition Day Year 1 Toys assembly	Forest School (every other week) Kenwood House and gardens tour and workshop North Hill Architecture Walk Kew Gardens	Forest School (every other week) Jacksons Lane theatre to see Mess Sports Day Bowling Rounders Family Day performance
<u>Texts used</u>	Brown Bear, Brown Bear, What Do You See? (Bill Martin, Jr) 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)	Lost and Found (Oliver Jeffers) 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)	Maisie's Marvellous Weather (Lucy Cousins) Handa's Surprise (Eileen Browne) On the Way Home (Jill Murphy) All About Weather (Huda Harajli)	Azeez's Noisy Toy (Twinkl) 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.