

Year 1 Curriculum map 2025/26 (Subject to changes as needs arise)

| <u>Subject</u> | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| <u>English</u> | See Nelson Academy Writing Scheme of Work. | See Nelson Academy Writing Scheme of Work. | See Nelson Academy Writing Scheme of Work. | See Nelson Academy Writing Scheme of Work. | See Nelson Academy Writing Scheme of Work. | See Nelson Academy Writing Scheme of Work. |
| <u>Maths</u> | See White Rose National Curriculum Progression (Year 1-6) document | See White Rose National Curriculum Progression (Year 1-6) document | See White Rose National Curriculum Progression (Year 1-6) document | See White Rose National Curriculum Progression (Year 1-6) document | See White Rose National Curriculum Progression (Year 1-6) document | See White Rose National Curriculum Progression (Year 1-6) document |
| <u>Science</u> | <p>Animal Classification. Herbivores, carnivores, omnivores and extinct animals. Animals and their needs.</p> <p><u>Knowledge:</u></p> <p><u>Animals and their needs</u></p> <p>Through reading aloud, observation and activities, explore with children the common characteristics and needs of animals.</p> <p>Make the connection that animals, like plants, need food, water and space to live and grow.</p> <p>Recognise that plants make their own food, but animals obtain food from eating plants or other living things.</p> <p>Understand that offspring are very much (but not exactly) like their parents.</p> <p>Understand that most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young.</p> <p>Recognise that pets have special needs and must be cared for by their owners</p> <p><u>SPECIAL CLASSIFICATIONS OF ANIMALS</u></p> <p>Herbivores: plant-eaters (for example, elephants, cows, deer)</p> <p>Carnivores: flesh-eaters (for example, lions, tigers)</p> <p>Omnivores: plant and animal eaters (for example, bears)</p> | <p>Seasons and the Weather.</p> <p><u>Knowledge:</u></p> <p><u>Seasons and the weather</u></p> <p>Be able to describe characteristic local weather patterns during the different seasons.</p> <p>Recognise the importance of the sun as a source of light and warmth.</p> <p>Understand daily weather changes.</p> <p>Temperature: thermometers are used to measure temperature</p> <p>Clouds: rainfall comes from clouds</p> <p>Rainfall: how the condition of the ground varies with rainfall; rainbows</p> <p>Thunderstorms: lightning, thunder, hail, safety during thunderstorms</p> <p>Snow: snowflakes, blizzards</p> | <p>Taking care of the Earth.</p> <p><u>Knowledge:</u></p> <p><u>Taking care of the Earth</u></p> <p>Identify the importance of conservation: some natural resources are limited, so people must be careful not to use too much of them. For example: logging and subsequent reforestation.</p> <p>Recognise practical measures for conserving energy and resources. For example: turn off unnecessary lights, tightly turn off taps, etc.</p> <p>Understand that some materials can be recycled. For example: aluminium, glass and paper.</p> <p>Become aware that pollution be harmful but, if people are careful, they can help reduce pollution. For example, littering, smog, water pollution.</p> | <p>Materials and magnets.</p> <p><u>Knowledge:</u></p> <p><u>Materials</u></p> <p>Children will be taught to use correct vocabulary to describe different materials and their properties and sort materials into groups based on their properties. For example: soft, hard, bendy, ability to float, magnetic or non-magnetic.</p> <p>Recognise and name a variety of widely used materials. For example: wood, plastic, rock, paper, metal.</p> <p>Explain why materials are chosen for specific tasks based on their properties. For example: wool for clothing, glass for windows, wood for tables, metal for bridges.</p> <p>Become aware that some materials are natural, and some are man-made</p> | <p>The Human Body: The 5 Senses</p> <p><u>Knowledge:</u></p> <p>Identify the five senses and associated body parts:</p> <p>Sight: eyes Hearing: ears Smell: nose Taste: tongue Touch: skin</p> <p>Review the importance of taking care of your body: exercise, cleanliness, healthy foods and rest.</p> | <p>Looking after living things, plants and growth.</p> <p><u>Knowledge:</u></p> <p><u>Plants and Plant Growth</u></p> <p>Understand what plants need to grow: sufficient warmth, light and water.</p> <p>Recognise basic parts of plants: seeds, roots, stems, branches and leaves.</p> <p>Understand that plants make their own food.</p> <p>Recognise the importance of flowers and seeds. For example, seeds such as rice, nuts, wheat and corn are food for plants and animals.</p> <p>Know that there are two kinds of plants: deciduous and evergreen.</p> <p>How some food comes from farms as crops</p> |

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| | Extinct animals (for example: dinosaurs) | | | | | |
| Geography | | | <p>Mapping spatial sense.</p> <p>Knowledge:</p> <p><u>THE CLASSROOM OR SCHOOL ENVIRONMENT</u></p> <p>Understand the concept of an aerial perspective. For example, draw objects from the side and above and discuss the differences. Draw plans (aerial views) of objects arranged on a desk or the classroom floor, beginning with looking down on the objects from above.</p> <p>Use a plan of the classroom, constructed with a basic key, to locate and retrieve objects (pupils could design this plan together with their teacher). Use the plan to describe where things are located in the classroom in relation to other objects using terms like 'next to', 'far from', 'behind', 'under', etc</p> <p>Give directions (left, right, forwards, backwards) including distance (number of steps) to find objects located in the classroom and different parts of the school.</p> <p>Understand the spatial layout of the school: buildings, playground, field, entrance, etc</p> <p>Discuss where things are in relation to each other and how to navigate around the school grounds using the points of the compass: north, south, east and west.</p> | <p>The Seven Continents.</p> <p>Knowledge:</p> <p>Differentiate between land and sea using a globe</p> <p>Locate the seven continents, the North and South Poles, the Pacific and Atlantic oceans</p> <p>Understand direction: north, south, east and west.</p> <p>Asia Europe Africa North America South America Australia</p> | | <p>The United Kingdom.</p> <p>Knowledge:</p> <p>Use a map of the UK. Name and locate the continent, country and county in which you live. Name and locate England, Scotland, Wales and Northern Ireland. Understand important features of the UK</p> <p>Downham Market local study link to mayor visit History</p> |
| History | <p>Discovering History</p> <p>Introduce children to the concept of the past, they will look at pictures, hear stories and will begin to understand that there were lives lived before theirs.</p> <p>Downham Market events in History.</p> | <p>Ice Age/ Stone Age to Iron Age</p> <p>Knowledge:</p> <p>From Pre-History to History</p> <p>Ice Age, Stone Age, Bronze Age and Iron Age</p> | | | <p>Kings, Queens & Leaders</p> <p>Support children's understanding of the past, focusing first on changes within living memory with the present-day monarch (HRH Charles III) and the coronation of his mother,</p> | |

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| | <p><u>Knowledge:</u></p> <p>Builds on children’s understanding of the Early Learning Goal ‘Past and Present’ from the end of Reception. Understand what a historian is, what an archaeologist is, and how sources and evidence help in uncovering facts about the past.</p> <p>Changes within living memory Dinosaurs Transport Monarchy Ernest Shackleton Ancestry</p> | <p>Identify the defining characteristics and broad chronology of the periods of the Ice Age, Stone Age, Bronze Age and Iron Age.</p> <p>Understand the importance of reading and writing for communicating ideas and information.</p> <p>Imagine what life would be like if it was not possible to read or write.</p> <p>Understand the difference between pre-history and written history.</p> | | | <p>Queen Elizabeth II, before exploring the lives of other kings and leaders chronologically. Physically sequencing events or narratives on a timeline will help to develop our children’s chronological understanding.</p> <p><u>Knowledge:</u></p> <p>Builds on children’s understanding of the Early Learning Goal ‘Past and Present’ and ‘People, Cultures and Communities’ from the end of Reception. Understanding the changing power of the monarchy in Britain.</p> <p>HRH Charles III Queen Elizabeth II Westminster Abbey King John Magna Carta Buckingham Palace Windsor Castle</p> | |
| <p>Visual arts</p> | <p>Colour How colour evokes /reflects feelings</p> <p><u>Knowledge:</u></p> <p>Observe how colours can create different feelings and how certain can seem warm (red, orange, yellow) or ‘cool’ (blue, green, grey). Identify and describe the use of colour— thinking about how it sets the scene, creates an atmosphere or feeling— in:</p> <p>COLD :Pieter Bruegel, <i>The Hunters in the Snow</i>, 1565 (Kunsthistorisches Museum, Vienna) David Hockney, <i>A Bigger Splash</i>, 1967 (Tate Modern, London) MIXING SECONDARY: Henri Rousseau, <i>Surprised! A Tiger in a Tropical Storm</i>, 1891 (National</p> | | <p>How line can be used to depict weather.</p> <p>Line</p> <p>Identify and use different lines: straight, zigzag, curved, wavy, thick, thin</p> <p>Observe and describe different kinds of lines in:</p> <p>Rembrandt van Rijn, <i>Saskia in a Straw Hat</i>, 1633 (Kupferstichkabinett, Berlin) Pierre Bonnard, <i>The Luncheon (Le Déjeuner)</i>, 1923 (National Gallery of Ireland, Dublin) Joan Miró, <i>Painting (Peinture)</i>, 1925 (National Galleries of Scotland, Edinburgh)</p> | | <p>Site Specific Sculpture</p> <p>Design/make a plant pot outside bug houses. (links to science).</p> <p><u>Knowledge:</u></p> <p>We introduce children to sculpture, or three-dimensional, 'all-around' art. We introduce various types and styles of sculpture, and encourage children to make their own sculptures. Hubert Le Sueur, <i>King Charles the First</i>, 1633 (Trafalgar Square, London) Hamo Thornycroft, <i>Oliver Cromwell</i>, 1899 (Palace of Westminster, London)</p> | |

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| | <p>Gallery, London) (monoprinting tigers) <u>WARM:</u> Vincent van Gogh, <i>Sunflowers</i>, 1888 (National Gallery, London) (observe sunflowers)</p> | | | | <p>E. H. Baily, <i>Lord Horatio Nelson</i>, 1840-43 (Trafalgar Square, London) Henry Moore, <i>Family Group</i>, 1944 (Fitzwilliam Museum, Cambridge)</p> <p>Edgar Degas, <i>Little Dancer Aged Fourteen</i>, 1880-81 (Tate, Liverpool) Barbara Hepworth, <i>Infant</i>, 1929 (Tate, St Ives) Antony Gormley, <i>Angel of the North</i>, 1998 (Gateshead)</p> | |
| DT | | <p>Textiles</p> <p>'Animal Sock Puppets' (Templates and Joining techniques) Cross curricular link – Animals and their needs (Science)</p> | | <p>Mechanisms</p> <p>'Fairytale' (Creating a moving picture) Cross curricular link to English.</p> | | <p>Food tec</p> <p>'Dips and Vegetables' (Seasonal produce, preparing fruit and vegetables) Cross curricular link – Plants (Science)</p> |
| Music | <p>Sing up</p> <p>King is in the Castle</p> | <p>Sing up</p> <p>Christmas nativity/ Christingle songs</p> | <p>Sing Up</p> <p>Musical Conversations</p> | <p>Sing up</p> <p>Nautilus</p> | <p>Sing up</p> <p>Cat and mouse</p> | <p>Sing up</p> <p>Come dance with me</p> |
| Computing | <p>Technology around us</p> <p>Children will start to become familiar with the different components of a computer by developing their keyboard and mouse skills.</p> | <p>Digital Painting</p> <p>Children will develop their understanding of a range of tools used for digital painting.</p> | <p>Digital Painting</p> <p>Children will develop their understanding of a range of tools used for digital painting.</p> | <p>Data and information</p> <p>Children will be introduced to data aspects including labelling, grouping, and searching. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.</p> | | <p>Moving a Robot</p> <p>Children will be introduced to early programming concepts using individual commands, both with other children and as part of a computer program. Children are also introduced to the early stages of program design through the introduction of algorithms.</p> |
| PE | <p>Cardio Drumming.</p> <p>Knowledge: Follow a set of movements in a sequence. Move to music with co-ordination. Build stamina and fitness. Static Balance– one leg standing Theme – Pirate Planks.</p> <p>Knowledge: Head up and still, tummy tight, back straight.</p> | <p>Dance</p> <p>Knowledge: Design and create movements and shapes. Movement shows control and coordination Perform a dance phrase with 2 or more joined movements / shapes</p> | <p>Gymnastics</p> <p>Knowledge: Can demonstrate various Body Management positions and exercises from Key-Steps syllabus. Can perform a sequence of movements and balances.</p> | <p>Co-ordination with equipment. Theme – John and Jasmine learn to juggle.</p> <p>Knowledge: Use backswing and follow through. Keep eyes focused on ball. Use 'soft hands' when receiving/catching.</p> <p>Agility - Ball Chasing</p> | <p>Athletics</p> <p>Knowledge: Can demonstrate coordination whilst using different equipment Can show a solid understanding of the basic elements of Athletics -</p> | <p>OAA</p> <p>Knowledge: Can follow simple instructions in OAA tasks/ team games. Communicate and collaborate with each other.</p> <p>Team games</p> |

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| | Use one leg and arms to help balance. | | | <p>Knowledge: Drive arms from 'hips to lips' to help move quickly. Keep head steady and watch the ball. Move feet quickly to get into 'collecting position'.</p> | running jumping and throwing | <p>Knowledge: Use simple tactics for attacking and defending. Master basic movements including running, jumping, throwing and catching</p> |
| RE | <p>The Creation Story</p> <p>Knowledge: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews.</p> | <p>The Christmas Story</p> <p>Knowledge: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews.</p> | <p>Jesus as a Friend</p> <p>Knowledge: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> | <p>Easter – Palm Sunday</p> <p>Knowledge: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> | <p>Shabbat</p> <p>Knowledge: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to examples of co-operation between people who are different.</p> | <p>Chanukah</p> <p>Knowledge: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> |

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| | | | | | Find out about questions of right and wrong and begin to express their ideas and opinions in response. | |
| RSHE | <p>Asking for help (Reception and Yr 1 objectives)</p> <p><u>Lifewise</u> Being Happy x 2.</p> <p>Being Mindful x 2</p> <p>First Aid and CPR x 2 What is Friendship <u>Knowledge:</u></p> <p>By the end of the unit pupils: Can identify the special people in their lives, what makes them special and how special people care for one another; Can identify the people who look after them, who to go to if they are worried and how to attract their attention.</p> | <p>My body (Reception and Yr 1 objectives) <u>Lifewise</u> Getting your sleep x 2 Understanding Difficult Feelings x 2 Kind vs Unkind <u>Knowledge:</u></p> <p>By the end of the unit pupils: Can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings; Are able to communicate about feelings, to recognise how others show feelings and know how to respond.</p> | <p>My feelings (Reception and Yr 1 objectives) <u>Lifewise</u> A Problem Shared is a Problem Halved x 2 Communication x 2 Trust x 2 <u>Knowledge:</u></p> <p>By the end of the unit pupils: Know the importance of basic personal hygiene and understand how to maintain basic personal hygiene; Can correctly name the main parts of the body, including external genitalia using scientific terms.</p> | <p>My relationships (Reception and Yr 1 objectives) <u>Lifewise</u> What Makes A Family Respecting Others x 2 Water Safety x 2 <u>Knowledge:</u></p> <p>By the end of the unit pupils: Understand that there are similarities and differences between everyone and can celebrate this; Understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</p> | <p>My beliefs (Reception and Yr 1 objectives) <u>Lifewise</u> Braving the Weather x 2 Emergency Services x 2 Food Safety and What Not to Eat x 2 Wildlife <u>Knowledge:</u></p> <p>By the end of the unit pupils: Can recognise what they like and dislike and feel empowered to make real, informed choices; Can identify and respect the differences and similarities between people.</p> | <p>My rights and Responsibilities (Reception and Yr 1 objectives) <u>Lifewise</u> Road Safety x 2 Safety Symbols x 2 Signalling & Sign Language x 2 <u>Knowledge:</u></p> <p>By the end of the unit pupils: Understand the concept of privacy, including the right to keep things private and the right another person has to privacy; Understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.</p> |
| Local history and geography | | | <p>School Environment/mapping.</p> <p>Local study of Downham market</p> <p>Links to local government and council, how can we take care of the earth</p> | | | |
| Cultural capital | Church visit for harvest festival | Church for Christingle Pantomime to hunstanton | | | | |