





Brunswick House Primary School
Year 1 Curriculum Map
2024-2025



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<p align="center">Traditional Tales</p> <p>Children's oracy is developed through oral retellings of Traditional Tales, using talk4writing story maps to support them to internalize narrative patterns and broaden their vocabulary.</p> 		<p align="center">Children continue to develop their oracy through oral retellings of a range of different familiar stories.</p> <p align="center">Curious Quests</p> <p>As children become more proficient writers, Drawing Club principles are applied to the Curious Quests. The Year One National Curriculum objectives for writing are explored as a 'Quest' for the children to go on. Each week, there is a different focus text. We ensure a variety of fiction and non-fiction texts are explored, and these will be linked to our wider learning where relevant. Our aim is to promote both reading and writing for pleasure, alongside the development of fundamental writing skills.</p> 			
	<p align="center">Drawing Club</p> <p>Drawing Club incorporates story sharing, speaking and listening, drawing, writing, vocabulary, imagination and collaboration. Each week we have a focus story or animation. The children learn new vocabulary linked to our chosen text and are invited to 'Drawing Club', where they may draw a character, setting or imagined scenario or event linked to the text. "Codes", which may take the form of words, captions or sentences, are written alongside the drawings and something imagined then happens in the story!</p>					
Reading/Phonics	<p align="center">Level 2,3 and 4 Phonics</p> <p>During the first term, we consolidate the phonics sounds taught in Reception. The children develop their sound recognition, blending and segmenting skills and begin to automatically decode families words.</p>		<p align="center">Level 5 Phonics Weeks 1-30</p> <p>Children are assessed every half term and grouped accordingly, ensuring that they receive quality phonics instruction at the correct level each day. The groups remain fluid throughout the year and children may move between them depending on their specific gaps and the progress they make.</p>			

Maths	<p>Number: Place value within 10 Addition/Subtraction within 10 Writing numbers in numerals and words Finding one more and one less within 10 Comparing numbers to 10 using < > =</p>	<p>Number: Place value within 20 Understanding 'tens' and 'ones' Writing numbers in numerals and words</p> <p>Geometry: Recognising and naming 2D and 3D shapes</p>	<p>Number: Place value within 20 Addition/subtraction within 20</p>	<p>Number: Place value within 50 Revise addition/subtraction within 20</p> <p>Measurement: Length and height Mass and volume</p>	<p>Number: Consolidate addition/subtraction within 20 Multiplication (counting in 2s, 5s and 10s) Division by sharing and by grouping Fractions-finding $\frac{1}{2}$ and $\frac{1}{4}$ of a shape and number</p> <p>Geometry: Position and Direction</p>	<p>Number: Consolidate addition/subtraction within 20 Place value within 100</p> <p>Measurement: Money Time</p>
	<p>The Human Body- What are the five senses?</p> <p>In Term 1, we will be naming different parts of the body. We will learn about the five sense: touch, sight, hearing, smell and taste.</p>	<p>Everyday Materials- What material are different objects made from?</p> <p>In term 2, we will be naming a range of everyday materials (e.g. plastic, wood, metal, glass and fabric) and identifying which material different objects are made from. We will describe their physical properties and carry out experiments to find out which materials are waterproof or absorbent, and which float or sink.</p>	<p>Animals- What are the characteristics of mammals, reptiles, amphibians, birds and fish?</p> <p>In Term 3, we will be learning about the key characteristics of: mammals, reptiles, amphibians, birds and fish. We will talk about what different animals to eat and whether they are herbivores, carnivores or omnivores.</p>	<p>Caring for the Planet- What can we do to look after our planet and why is this important?</p> <p>We will be learning about why it is important to care for our planet and the different ways that we can do this.</p> <p>Planting Towards the end of the term, we will learn about what plants need to grow. We will plant some seeds/bulbs of our own and keep a diary to see how they grow.</p>	<p>Plants- Can you name different parts of a plant and identify common plants in your surroundings?</p> <p>In Term 5, we will learn to name different parts of plants and trees. We will identify a variety of wild and garden plants, and name some of the different plants that we can spot in our local area/school grounds. We will learn about the difference between deciduous and evergreen trees, and study the leaves of different trees in order to name them.</p>	<p>Growing and Cooking-where does our food come from?</p> <p>Trip: Kent Life (Kitchen Garden Workshop) In Term 6, we will learn about where our food comes from and have a go at growing some produce of our own.</p>
	<p>Seasonal Change Children learn about the changes that occur during different seasons and gather data to help them spot patterns in the weather at different times of the year.</p>					
History	<p>Local History-How do we know about the Maidstone Iguanodon?</p>		<p>Childhood- How has everyday life changed since my parents were little?</p>		<p>The First Moon Landing- Has man ever been to the moon and how can we know for sure?</p>	

	<p>Key vocabulary: fossil, paleontologist, extinct</p> <p>Children will learn about the Iguanodon fossil that was found near our school. They will develop their understanding of what fossils are, how they are formed and how Paleontologists use them to give them clues about what dinosaurs looked like.</p>		<p>Experience: Toy Workshop Key Vocabulary: past, present</p> <p>Children will develop their understanding of how many aspects of life have changed over time: from toys and school/ home life, to seaside holidays, they will draw on their own experiences and those of their family members to consider how life was different in the past.</p>		<p>Experience: Mobile Planetarium Key Vocabulary: artefact, footage, astronaut, orbit</p> <p>Children will look at different sources of information (video clips, newspaper articles, books etc) to find out about the first Moon landing. They will learn about the life and work of Neil Armstrong and develop their own opinions about the significance and credibility of this event.</p>	
Geography		<p>Fieldwork Study- How can we describe what we can see in our school?</p>		<p>The UK- What countries make up the UK?</p>		<p>Fieldwork- How does the weather change?</p>
		<p>Key Vocabulary: aerial photograph, geographical features, symbol, map, key</p> <p>The children will look at aerial photographs of our school and the surrounding area, identifying and naming the different features that they can spot. They will be able to name different features within our school grounds and use aerial photographs to draw maps, including key symbols in a key.</p>		<p>Key Vocabulary: England, Scotland, Wales, Northern Ireland, Belfast, Edinburgh, Cardiff, London, landmark</p> <p>In this unit, we will be naming the four countries that make up the United Kingdom, as well as each of their individual capital cities and significant landmarks.</p>		<p>Key vocabulary: patterns, seasons, spring, summer, autumn, winter</p> <p>The children will be able to draw on their science learning to describe weather patterns both within and across different seasons. They will be able to describe some of the changes they notice at different times of the year and devise simple methods of gathering and recording data e.g. about rainfall.</p>
PSHE	<p>Be Yourself-What makes us special and unique?</p>	<p>Being Part of a Team-What does it mean to be a positive learner and how can we achieve this?</p>	<p>Britain-What is it like to live in Britain today?</p>	<p>Aiming High-What job would I like to do when I grow up, and what skills are needed for this?</p>	<p>Money Management-Why is it important to save money?</p>	<p>It's My Body-How can we keep our bodies healthy?</p>

	We will explore the following questions through a variety of activities and circle times: -What makes us special and unique? -How can we manage our feelings (especially unhappiness and anger)? -What happens to our bodies when we feel sad or angry?	We will explore the following questions through a variety of activities and circle times: -What does it mean to be a positive learner and how can we achieve this? - What does kind/unkind behaviour look like and how can we ensure we are always being kind to others?	We will explore the following questions through a variety of activities and circle times: -What is it like to live in Britain today? -How can we help our local communities?	We will explore the following questions through a variety of activities and circle times: -What different jobs do people do? -What skills are needed for different jobs? -What would I like to be when I grow up?	We will explore the following questions through a variety of activities and circle times: -How do we earn money? -Why is it important to save? -What is the difference between needs and wants? -How can I keep track of the money I've spent?	We will explore the following questions through a variety of activities and circle times: -How can we keep our bodies healthy? -How is exercise and sleep important to our health?
RE	Who is Christian and what do they believe?		Who is Jewish and what do they believe?	How do we celebrate special and sacred times?	What makes some places sacred?	What does it mean to belong to a faith community?
	In this unit, we will be learning about some key Christian beliefs and what it means to be a Christian in today's society. We will also learn that Churches are a place of worship for Christians and the Bible is their holy book. We will talk about some stories from the Bible e.g. the parable of the lost sheep, and the story of the first Christmas.		We will be exploring what it means to be Jewish in today's society. We will learn about some key practices and beliefs that form part of the Jewish faith, and we will be looking at and naming some objects that are special to Jewish people.	We will be talking about times that are special/sacred during the Jewish and Christian faiths, as well as special/sacred times celebrated by pupils within our school community.	Trip: St Nicholas' Church In this unit, we will be learning about the Jewish and Christian places of worship. We will identify and name key features of each, and understand the purpose of some of these.	We will be talking about what it means to belong to a faith community both for Jewish and Christian people, as well as the pupils within our school community.
PE	Gymnastics and OAA	Dance and football	Dance and football	Tri Golf and OAA	Gymnastics and Tag Rugby	Athletics and Tennis
	In gymnastics, we will practise our balancing skills. In Outdoor Adventurous Activities, we will collaborate with our peers to complete a range of outdoor tasks.	In football, we will be focusing on the key skills of passing and dribbling. In Dance, we will be moving our bodies in different ways to music (with a seasonal/Christmas theme)	In football, we will be focusing on the key skills of passing, dribbling and shooting. We will be choreographing dance routines linked to our 'toys' topic, creating a clear beginning, middle and end sequence.	In Outdoor Adventurous Activities, we will be following directions and locating simple points around the school site. In tri-golf, we will be learning about the different skills involved in golf and how to use them in conjunction with each other.	In gymnastics we will be learning to make different shapes with our bodies; rolling and moving with control. In tag rugby we will be learning to throw and catch a ball with control and move whilst holding a ball.	In athletics, we will be focusing on building our agility and improving our athletic ability when running, jumping and throwing. In tennis, we will be learning to hold a racket correctly, and hitting a ball to a target with control.
Musi	<u>Western Classical Tradition and Film</u>	<u>Music Traditions</u>	<u>Popular Music</u>	<u>Western Classical Tradition and Film</u>	<u>Musical Traditions</u>	<u>Popular Music</u>

	<p>We will be listening actively to film music by 21st century composers such as Hedwig's Theme by John Williams. For performing, we will learn songs about our senses and autumn. There will be opportunities for simple vocal chants, using question and answer phrases, performing melodies at different speeds, and singing simple songs, chants and rhymes as a class from memory.</p>	<p>This term we will be learning traditional Christmas songs such as the English folk song, The 12 Days of Christmas, nursery rhymes and Sea Shanties. We will sing simple songs with a small pitch range with increasing control. We will add percussion to enhance our songs.</p> <p>We will begin to see how sounds can be represented with informal notation.</p>	<p>This term, we will listen to popular music and comment on the mood of the music.</p> <p>We will identify contrasts of high and low pitches and create animal chant sounds and sequences.</p> <p>We will learn how fairy tales have inspired composers throughout history and use this knowledge to structure our own musical ideas.</p> <p>We will sing simple songs, chants and rhymes collectively.</p>	<p>We will be listening to songs from musicals inspired by fairy tales and comment on the mood of the music.</p> <p>We will continue to sing simple songs from memory, whilst responding to simple visual directions.</p> <p>We will recognise how graphic notation can represent created sounds.</p> <p>We will move to a steady beat, changing the speed of the beat as the tempo of the music changes.</p>	<p>We will continue listening to a variety of English folk music, and discussing what we have heard with understanding.</p> <p>We will use graphic notation to represent created sounds.</p> <p>We will explore percussion sounds to enhance song words and continue singing simple songs with a small pitch range with increasing control.</p>	<p>This term, we will listen to popular music and identify the shape and design of the music, for example a brass band playing a march.</p> <p>We will walk, move or clap to a steady beat, changing the speed of the beat as the tempo of the music changes.</p> <p>We will sing and speak a wide variety of songs, chants and rhymes using knowledge of tempo and dynamics.</p> <p>We will recognise how graphic notation can represent created sounds.</p>
DT	<p>Mechanisms, Wheels and Axles- What do I need to make a vehicle that moves?</p>		<p>Food Technology- What is a healthy dish and how can I create my own?</p>		<p>Textiles- What do I need to complete a simple running stitch?</p>	
	<p>In our first DT unit, we will be designing, making and evaluating our own moving vehicles. We will be introduced to the idea of a design criteria and will explain how the features of our vehicle suit its purpose. We will use junk modelling and a simple axle/wheel/chassis setup to make our vehicles.</p>		<p>We will be designing and making a healthy fruit salad. We will describe the taste and texture of a variety of different fruits and select the fruits we would like to include in our healthy dish. We will also learn about the importance of ensuring a hygienic and safe work station when preparing food.</p>		<p>In our DT unit this term, we will be designing and creating our own decorations. We will learn how to sew a running stitch and will add additional details (e.g. buttons) to our designs.</p>	
Art		<p>Drawing and Sketchbooks: Spirals How can we make marks using different drawing materials?</p>		<p>Sculpture: Birds How can we create a simple structure?</p>		<p>Painting/Collage: Inspired by Flora and Fauna How can we use different materials creatively to create a collage?</p>
		<p>We will use our bodies in different ways to create spiral shapes. We will begin to align mark making with emotion e.g. by drawing a 'loud' spiral or a 'quiet' spiral. We will use a range of drawing materials creatively and practise drawing from observation.</p>		<p>We will create a simple structure by crumpling, folding and tearing paper. We will use observational drawing and experimental mark making to create art.</p>		<p>We will use careful looking to build drawing skills. We will cut, glue and tear materials to create images. Furthermore, we will develop our understanding of primary and secondary colours and experiment with a range of different paints to create different effects.</p>
Computing	<p>Online safety How can I make sure that I am staying safe when using a computer?</p>	<p>Grouping and Sorting How can we use technology to help us group information?</p>	<p>Pictograms and Lego Builders How do we give a computer instructions and why is this important?</p>	<p>Maze Explorers What is an algorithm?</p>	<p>Animated Stories How can I use technology to make my work more interesting?</p>	<p>Coding How can I create a simple code?</p>

	<p>We will learn how to login to PurpleMash and create our own avatars. By the end of this unit, we will know where to find our work on PurpleMash, how and where to save it, and what to do if something pops up while we are using the computer.</p>	<p>To sort objects according to a range of criteria. To begin to think logically about the steps of a process and use the grouping activities on PurpleMash. We will also be introduced to the term 'algorithm' (following a sequence of steps in a logical order)</p>	<p>We will understand that data can be represented in picture format. We will contribute to a class pictogram that shows the results of an experiment we have carried out.</p> <p>In the 'Lego Builders' unit, we will be creating and following simple instructions on the computer. We will consider how the order of the instructions affects the outcome.</p>	<p>We will understand the functionality of the direction keys. We will understand how to create a debug a set of instructions (algorithm).</p>	<p>We will be introduced to e-books and the 'create a story' tool on PurpleMash. We will add sound to a story, including voice recordings and music the children have composed. Once completed, we will work on a more complex story, adding backgrounds and copying and pasting images. We will share our stories on our class display boards.</p>	<p>We will learn how to use code to make a computer program. We will develop our understanding of what objects, actions and events are and we will use events to control an object.</p>
--	--	--	---	--	---	---