Tarleton Holy Trinity Church of England (Aided) Primary School - where we Value…Dream…Achieve

Year 1 Curriculum Map 2025-2026

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Superheroes	Toys of Past and Present	Africa is not a country	Growth and Green Fingers	Enchanted Forest	By the Seaside
English	<u>Fiction</u> **Supertato/Send For a Superhero** • talk 4writing text • Sequence a story- • Superhero Wanted Posters • Hero/villain descriptions **Super Milly** • Retell a story <u>Non-fiction</u> **Real heroes-People who help us** • Asking questions/labelling **NHS and Florence Nightingale/Mary Seacole** • information writing <u>Action Poetry</u> **If I was a Superhero** • introduce rhyming words **Superhero ABC** • introduce alliteration	<u>Fiction</u> **Lost in the Toy Museum** • Recount • Speech Bubbles • Setting Description • Lost Poster • Story Retell **Toys in Space** • Character Description • Space Adventure Narrative • Letter Writing • Story Retell • Poster / Warning Sign <u>Non-Fiction</u> • Writing - Ask and answer questions about toys • Learn Features of nonfiction texts-Title, author, contents page, label, and caption. <u>Poetry</u> • Read/perform poems and rhymes. • Recognise rhyme, repetition • Patterns, actions	<u>Fiction</u> **Handa's Hen, Handa's Surprise, Handa's Noisy Night** • Lost Posters of fruit/animals • Animal/fruit lists • Speech Bubbles • Story Start • Descriptions of fruit/noises/animals • New Ending • Thank You Note <u>Non-Fiction</u> • Alphabetic order= animal dictionary • Travel guide to Africa <u>Poetry</u> **Bringing the rain to Kapiti Plain**/Rain Arrow • Rhyming words • Rhyming Stories from other Lands • Compare/contrast	<u>Fiction</u> **The Extraordinary Gardener** • Wish List – prediction • Plant Labels • Garden - description • Before and After - comparing • Thank You Note **Jim and The Beanstalk** • Shopping list • Speech bubbles • Postcard to Mum • New gift idea • Bean diary entry <u>Non-Fiction</u> **The Tiny Seed** • Instructions – How to plant, grow and harvest plants <u>Poetry</u> **Oh say can you seed/I am the seed that grew** • Recognise/ use rhyme, rhythm, repetition. • Create simple verses about plants using lively vocabulary.	<u>Fiction</u> **Highway Rat** • Wanted Poster • Speech Bubble Writing • Thank-You Letter from the Animals • Highway Rat's Next Plan • Menu for the Highway Rat's Tea Shop <u>Non-Fiction</u> **The magic and mystery of trees** • .Fact File About trees • Instructions for Planting a Tree • Description of a Magical Tree • Letter to Protect the Trees <u>Poetry</u> **Highway Rat** • Read/perform poems/rhymes. • Recognise rhyme, repetition • Patterns, actions	<u>Fiction</u> **At the Beach – postcards from Crabby Spit** • Fact Sheet • Diary Entry • Senses Poem • Postcard **Stella and the Seagull** • Letter from Stella • Seagull Fact File • Retelling the Story • Poster to Protect the Beach <u>Non-Fiction</u> **Materials and Weather, Magic Grandad – Seaside Holidays** • Materials Poster • Weather Diary • Postcard from a Seaside Holiday • Then and Now Seaside Comparison Chart <u>Poetry</u> **Oh, I do like to be beside the seaside** • Seaside Senses Poem • Rhyming List Poem About the Beach • Acrostic Poem for SEASIDE

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GPS	• Say and hold simple sentences; use spaces; capital 'I'; names; full stops. • Orally rehearse; sequence narrative; re-read sentences. • Time conjunctions – first, finally • Nouns and adjectives to describe • 40+ phonemes; /f/ /l/ /s/ /z/ /k/; syllables; /ŋ/ before k. • Rhyming poems; identify rhyme/rhythm.	• Use 'and'; capital letters for days; question marks. • Sequence non-fiction • Compose short narratives; familiar plots. • Additional time conjunctions - next, later • -tch words; /v/ at end; plural -s/-es; alphabet order. • Recite short poems from memory with actions.	• Introduce exclamation marks; use 'but', 'or'; plural -s, -es. • Compose non-fiction texts (recounts) • Use formulaic openings. • -ing, -ed, -er to verbs; compound words; days of week. • Create rhyming word banks and couplets.	• Add prefix 'un'; revise punctuation; capital letters. • Write instructions and narratives; discuss writing. • Vowel digraphs; ph, wh; use letter names. • Write simple structured poems (list, shape).	• Consolidate punctuation; combine sentences with conjunctions. • Write poems and information texts; evaluate with peers. • Vowel trigraphs; -y endings; • -er/-est adjectives. • Use descriptive and sensory language in poems.	• Apply all grammar and punctuation in independent writing. • Write independently across text types; read aloud with clarity. • Review: un-, CEWs, k for /k/, dictation from memory. • Write and perform independent poems with expression.
Reading Spine	**Action Poetry** • If I was a Superhero by Sally Gray • Superhero ABC **Non-fiction** • Real Heroes-People who help us **Fiction** • Charlie and His Super Underpants • Super Milly and the amazing school day • Send for a Superhero • Supertato	**Action Poetry** • Playground rhymes **Non-fiction** • Magic Grandad – Toys from the past **Fiction** • Lost in Toy Museum • Dogger • Toys in Space • Pinocchio **Class Novel** • Velveteen Rabbit	**Action Poetry** • Bringing the rain to Kapiti Plain • Rain Arrow **Non-fiction** • Amazing Africa country by country • Africa is not a country **Fiction** • Handa's Surprise • Handa's Hen • Jungle Drums, **Class novel** • Too much talk Lola	**Action Poetry** • I am the seed that grew • Oh say can you seed? **Non-Fiction** • Instructions – How to grow vegetables/planting **Fiction** • A Tiny Seed • The Extraordinary Gardener • Jim and the beanstalk	**Action Poetry** • Highway Rat **Non-Fiction** • The magic and mystery of trees • Rat facts **Fiction** • Highway Rat and other books by Julia Donaldson • Pied Piper • Fairy and Traditional Tales **Class Novel** • Samuel Whiskers	**Action Poetry** • On a theme Seaside poetry. Seaside Poems by Jill Bennett. **Non-fiction** • Magic Grandad – Seaside Holidays **Fiction** • At the Beach – postcards from Crabby Spit • Stella and the seagull **Class novel** • The Sea Saw
Maths	Sequencing and Sorting Number and Place value within 10 Addition and Subtraction within 10	Addition and Subtraction within 10 Geometry: Shape Number: Place value within 20	Addition and Subtraction within 20 Number: Place value within 50 Multiples of 2,5,10	Measurement: Length and Height Measurement: Weight and Volume	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction	Number: Place value within 100 Measurement: Money and Time

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Science	**Human Body** What is a human? What changes can we observe from our baby photos compared to our current photographs? Can you explain what body parts we have and what they do? How do we touch, taste, smell, see and hear?	**Everyday materials** Which materials are some objects made from? What words can I use to describe materials? How can I group these materials? How are these materials the same and how are they different? How and why are materials used?	**Animals (African)** Identify, name, compare, sort and group a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify name, compare, and sort and group a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals including fish, amphibians, reptiles, birds and mammals.	**Plants** 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. Observing closely, perhaps using magnifying glasses. Comparing and contrasting familiar plants. Describing how they were able to identify and group them, and Drawing diagrams showing the parts of different plants including trees. Keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening. Comparing and contrasting what they have found out about different plants.	**Everyday materials** Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock performing simple tests to explore questions, for example:- 'What is the best material for an umbrella? …for lining a dog basket? …for curtains? …for a bookshelf? …for a gymnast's leotard?' **Human body (in PSHE)**	
Science/Nature Journal	Signs of Harvest -brown leaves, acorns, conkers, ripe fruit ,crops Plant Autumn bedding and woodland bulbs-	**Seasonal Changes** - Observe and describe weather associated with the seasons – day length varies Observing changes across the 4 seasons-	**Seasonal Changes** - Observe and describe weather associated with the seasons – day length varies	Investigate whether all plants are green ID of variety of trees	**Seasonal Changes**- Making tables and charts about the weather. Collect temperature. wind investigation	**Seasonal Changes** – Observe clouds. Day length. Sun safety Draw a Summer tree.
ICT – Online safety taught every half term	Login and navigate around a computer, developing mouse skills, learning how to control a cursor to create works of art inspired by Keith Haring and self-portraits.	Developing keyboard and mouse skills through designing, building and testing individual toys by creating a digital list of materials, using drawing	Developing early programming skills using either on screen turtles or Indis (programmable robots)	Algorithms, decomposition and debugging are made relatable to familiar contexts, such as making a sandwich, while learning why instructions need to be very specific	Plan a miniature adventure story and capture using developing photography skills. Enhance photos using editing tools and adding other images to a project.	Learn what data is and how it can be represented Understand why data is useful, how it can be used and can be gathered and recorded both by humans and computers

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		software and recording data				
History	**Chronology**- how we change as we grow up **People and events** - Why is Florence Nightingale remembered? Why did Florence put herself in danger? What did Florence do to improve lives? What was her greatest achievement? How do we know Mary Seacole is famous? What are the most important events in Mary Seacole's life? What was Mary Seacole's greatest achievement and how do we know?	**Toys as source of evidence** -What are our toys like today? What are other people's toys like? How can we tell these toys are old? What were our grandparents' toys like and how do we know? Who played with these toys a long time ago? How can we set up a Toy Museum?				**Victorian Seaside** What was going to the seaside like 100 years ago? What kind of things did people do at the seaside 100 years ago? How do we know what holidays were like 100 years ago? Do we go to the seaside for the same reasons that people went 100 years ago? How have seaside holidays changed over the past 100 years? Which seaside holidays would we prefer?
Geography		**Locational Knowledge** UK countries+ Capital Cities map. Where do we live? **Mapping- where do our toys come from?**	**Locational Knowledge** Name and locate 7 continents and 5 oceans Locate Africa , Hot and Cold areas of the world, Equator **Human and physical geography** Small area in a contrasting non-European country-African village **Enquiry and investigation** What is the African climate?		**Mapping** -use basic compass directions for simple orienteering **Mapping**- Fairy Tale Story maps	**Locational Knowledge** Where is the nearest seaside resort? **Physical Geography** Coasts and seas **Physical geography** – UK is an island. Maps +aerial photos.
Art	**Spirals:** Understand that drawing is a physical and emotional activity.		**Printmaking** - Use bodies, then things collected, to create a variety of prints.		**Sticks** – Use imagination and transform a familiar object (a stick) into new forms.	

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	Control the lines made. Be aware of how we hold a drawing tool, how much pressure to apply, and how fast or slow to move. Draw from observation or imagination. Use colour to help drawings engage others.		Use hands and feet to make prints. Take rubbings of textures from the environment around. Make "plates" by making impressions in plasticine, and then by using printing foam. Explore how to build up images by creating multiples, and use line, shape, colour and texture to explore pattern, sequencing and symmetry.		Think creatively and laterally about how they can use materials to create a small sculpture. Make stick people, make a treehouse, or make a mask. Sketchbooks are used throughout to help brainstorm, record and reflect.	
DT		**Sliders and Levers** Generate ideas based on simple design criteria and their own experiences. Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Select and use tools, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating. Explore a range of existing books and everyday products that use simple sliders and levers. Evaluate whether it meets design criteria. Explore and use sliders and levers. Understand that different mechanisms produce different types of movement.		**Wheels and Axles** Develop and communicate ideas through drawings and mock-ups. Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. Explore and evaluate a range of products with wheels and axles. Explore and use wheels, axles and axle holders. Distinguish		**Preparing vegetables** Design appealing products. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Taste and evaluate a range of fruit and vegetables. Evaluate ideas and finished products against design criteria, Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes.

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				between fixed and freely moving axles.		
PE	Gymnastics WLSP – Fundamental skills	WLPS – Fundamental skills	Dance WLSP – Fundamental skills	Throwing and catching WLSP	Orienteering WLSP	Athletics WLSP
Music	**Superheroes** Identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.	**All about me** Identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	**Africa – Animals** Use bodies and instruments to listen and respond to pieces of classical music that represent animals.	**Under the sea** Explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	**Fairy Tales** Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.	**By the sea** Make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.
Questful RE + Understanding Christianity + Class Value- Friendship	**How can we help those who don't have a good harvest? (GOD, CREATION, GOSPEL)** Why do we celebrate Harvest Festival? Where does our food come from? Which foods do you enjoy the most? How can we help those who do not have a good harvest? Why should we help those who do not have a good harvest? How do people of Jewish faith celebrate the harvest? **What are your favourite things in creation? (GOD, CREATION)** What do people of faith believe about God as creator of the world? How did God feel when he had made the world?	**Christmas - Why do we give and receive gifts? (GOD, INCARNATION)** Why do people give and receive gifts at Christmas? Why is Jesus described as a gift? How does it feel when you give and receive gifts? What is the best gift you have ever received? Why does Christmas matter to Christians? To listen to the nativity story, the story of the Wise Men and the story of St Nicholas. To investigate the celebrations of *Dia de los Reyes* the Festival of the 3 Kings in Spain.	**What made Jesus special? (INCARNATION)** What does special mean? Jesus was special. How? Why? What made Jesus special? Who were the special friends of Jesus and how did they try to follow his teachings? Why did the wind and waves obey Jesus? ***Link to friendship and Christian Unity*** **What are your favourite things in creation?** How have the actions of people spoilt the world? What do you feel about the wonder of creation? What are your favourite things that God created? What do people of other faiths believe about how God made the world?	**What do you think is the most important part of the Easter Story? (SALVATION)** What do you think is the most important part of the Easter Story? In what way is the Easter Story about new life? How do you think people feel when someone they love has died? How does the life cycle of a butterfly reflect the events of Easter? Why do Christians believe Easter is a new beginning? Why does Easter matter to other Christians?	**How is the place where Jesus lived different from where we live now? (GOD, INCARNATION, KINGDOM OF GOD)** Where did Jesus grow up? How is the place where Jesus grew up different from how we live now? If you could travel back in time to Jesus' world, what would you like to see? Why? If you could travel back in time to Jesus' world, what would you miss? Why? What does the life of Jesus mean in other faiths?	**Why is Baptism Special?** What does it mean to 'belong?' What is baptism? Why are some people baptised? Why is baptism special? What is a promise? Where is it kept? How is it kept? What makes a person feel they are part of God's family? How do people of faith welcome new babies? How do people of faith and non faith welcome new members?

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Multicultural links	**Harvest around the world (Non-Christian) Jewish- Sukkot**	**How Christmas and Epiphany are celebrated in other Christian countries**	**African Art - meaning Creation stories in other faiths (non-Christian)**	**How is Easter respected in other Christian Countries?**	**Where is the Holy land other areas of importance for people of other faiths**	**Other faiths and non-faith's naming ceremonies**
PSHE	**Being Me in My World (BM)** Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	**Celebrating Difference (CD)** Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone **CLASS VALUE=FRIENDSHIP**	**Dreams & Goals (DG)** Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success	**Healthy Me (HM)** Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety (covered separately) Linking health and happiness	**Relationships (RL)** Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	**Changing Me (CM)** Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Continuous Provision	Superhero Secret Base Ninja Turtles +Marvel Heroes+ Thunderbirds	Toy Shop + Museum	Africa Fruit and Vegetables	Flower Shop Farms	HIGHWAY RAT	Victorian Seaside Resort Outdoor weather stations and indoor weather reporting
Enrichment opportunities – includes visits from the ministry and visits to the church	Visit from Spiderman. Museum loan of Florence Nightingale artefacts.	Visit from parents/grandparents to discuss toys. Visit from a toy collector	Visit from Mr or Mrs Marshall to talk about their experiences in Uganda Djembe drum experience led by Mr Beaton	Trip to Lovania Nurseries. Visits from local farmers. Growing of seed potatoes donated by a local famer	Visit from Mr Alker – ex public rights of way officer to discuss history of maps. Zoom call with a fairy tale character?	Visit to Southport beach? Experiences from children and people from their birth.