








## Year 1 Long Term Curriculum Map

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
<p><b>Writing</b></p>	Lost and Found by Oliver Jeffers  <b>Writing Outcome</b> Fiction: story based on the structure of Lost and Found	Nibbles by Emma Yarlett  <b>Writing Outcome</b> Recount: diary	The Lion Inside by Rachel Bright  <b>Writing Outcome</b> Fiction: story based on the structure of The Lion Inside	The Curious Case of the Missing Mammoth by Ellie Hattie  <b>Writing Outcome</b> Fiction: story based on the structure of The Curious Case of the Missing Mammoth.	Toys in Space by Mini Grey  <b>Writing Outcome</b> Fiction: story based on the structure of Toys in Space. Extension: Instructions	Goldilocks and just the one bear by Leigh Hodgkinson  <b>Writing Outcome</b> Fiction: story based on the structure of Goldilocks and just the one bear. Extension: Non-chronological report
<p><b>Reading</b></p>	1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b> <i>Introduction to The Word Collector and the link to vocabulary development.</i>  1e predict what might happen on the basis of what has been read so far <b>(PREDICT)</b>  1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(EXPLAIN)</b>	1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b>  1d make inferences from the text <b>(INFERENCE)</b>  1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(RETRIEVE)</b>	1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b>  1c identify and explain the sequence of events in texts <b>(SEQUENCE)</b>  1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(EXPLAIN)</b>	1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b>  1d make inferences from the text <b>(INFERENCE)</b>  1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(RETRIEVE)</b>	1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b>  1d make inferences from the text <b>(INFERENCE)</b>  1e predict what might happen on the basis of what has been read so far <b>(PREDICT)</b>  1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(EXPLAIN/RETRIEVE)</b>	1a draw on knowledge of vocabulary to understand texts <b>(VOCABULARY)</b>  1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>(EXPLAIN)</b>  1c identify and explain the sequence of events in texts <b>(SEQUENCE)</b>
<p><b>Science</b></p>	<b>Animals Including Humans Identifying and Naming</b> 	<b>Materials Properties</b> 	<b>Light and Dark</b>	<b>Seasons</b> 	<b>Forest School ( I Wonder Why?)</b>	<b>Plants Identifying and Naming</b> 
<p><b>Who are we?</b></p> <p><b>Portraits</b></p>			<b>Again and again</b>  <b>Patterns in Textiles</b>		<b>Tile making</b>  <b>Clay Work</b>	
<p><b>Computing</b></p>	<u><a href="#">Computing systems (and networks)</a></u> <u><a href="#">Technology around us</a></u>	<u><a href="#">Creating media – Digital painting</a></u>	<u><a href="#">Programming A – Moving a robot</a></u>	<u><a href="#">Data and information – Grouping data</a></u>	<b>MEDIA BALANCE AND WELL-BEING</b> <u><a href="#">Creating media – Digital writing</a></u>	<b>PRIVACY &amp; SECURITY</b> <u><a href="#">Programming B – Programming animations</a></u>
<p><b>DESIGN</b></p>		Kites Link to science- Materials		Cooking and Nutrition Teddy Bears' Picnic Link to science- Seasonal Changes		Moving Pictures Link to history Inspirational People



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	<p><b>A sense of Place</b></p> 			<p><b>Wonderful Weather</b></p>	<p><b>The United Kingdom</b></p>	
		<p><b>Family History</b></p>	<p><b>Changes in Transport- planes</b></p>			<p><b>Inspirational People</b> Sir Walter Tull</p>
	<p><b>Hey you!</b> How pulse, rhythm &amp; pitch work together. Rap- pulse and rhythm but add pitch and we have a song.</p>	<p><b>Rhythm in the way we walk / banana rap.</b> How pulse, rhythm &amp; pitch work together. Singing and rapping.</p>	<p><b>In the groove</b> Playing/singing in different styles and learning about those styles.</p>	<p><b>Round and round</b> Playing/singing in different styles &amp; learning about those styles.</p>	<p><b>Your Imagination</b> Create your own lyrics</p>	<p><b>Reflect, rewind and replay</b> Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>
	<p><b>Protective Behaviours</b></p>	<p><b>Anti-Bullying WK am Unique Looking Out for Each Other</b></p>	<p><b>Mental Health WK</b>  Emotions Kirklees</p>	<p><b>Relationships Sex Education</b></p>	<p><b>Consent</b></p>	<p><b>Road Safety</b> <b>Safety First</b> <b>Road Rangers</b> <b>Roads Away from Home</b> <b>Road Warriors (optional)</b></p>
 <p><b>Sports Coach</b></p>	<p><b>FUNS Sending receiving using equipment</b>  <b>REAL PE Unit 5 (GAMES)</b></p>	<p><b>FUNS Moving/ balancing in different ways</b> <b>Real PE Unit 2 (GYMNASTICS / GAMES)</b></p>	<p><b>FUNS / Exploring Space and Equipment</b> <b>Real PE Unit 1 (GYMNASTICS)</b></p>	<p><b>FUNS Following rules and simple tactics</b>  <b>DANCE</b></p>	<p><b>FUNS Sending and receiving Game tactics</b> <b>Forest School</b></p>	<p><b>FUNS Health &amp; Fitness</b> <b>How does my body feel?</b> <b>Real PE Unit 6 (GAMES)</b></p>
 <p><b>R.E</b></p>	<p>Family and Family Celebrations: Why do people have special food at special times?</p>	<p>How and why do people celebrate birthdays?</p>	<p>Why is it important to celebrate the birth of a baby?</p>	<p>Why is our world special?</p>	<p>Questions about God</p>	<p>Where do we belong?</p>