

## Tanners Brook Primary School: Year 1 Curriculum Map 2024 - 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English – Writing</b>	<p><b>Send for a Superhero by Michael Rosen:</b> Transition unit from EY. Character work and writing a superhero story. Superhero Day through the unit.</p> <p><b>We're Going on a Bear Hunt by Michael Rosen:</b> Story immersion, retelling the story, experiencing different settings, setting and character descriptions, alternative story for penguins/puffins</p>	<p><b>Stubby my Micheal Foreman:</b> Remembrance – what is it? Creating comic strips to retell the story</p> <p><b>The Gingerbread Man by Lesley Sims (Folktale):</b> Retell story and learn by memory using actions, instructional writing on baking gingerbread</p> <p><b>Supported by The Runaway Chapatti by Susan and Adam Price</b></p> <p><b>A Great Big Cuddle by Michael Rosen (poetry):</b> Share different poems, look at rhyming patterns, learn poem to perform</p>	<p><b>The Naughty Bus by Jan and Jerry Oke:</b> Hook - Messed up classroom/police, story immersion, letter writing, character and setting descriptions, toy information booklet (linked to History)</p> <p><b>Dogger by Shirley Hughes:</b> Sharing special toys, discussion of loss, writing letters and descriptions.</p>	<p><b>Handa's Surprise by Eileen Browne:</b> Re-tell the story, fruit tasting for persuasive posters, market day, Instructional writing for making fruit salad (linked to DT)</p> <p><b>Iggy Peck Architect by Andrea Beaty:</b> Building Challenges, story immersion, writing a Southampton building fact file (linked to DT)</p> <p><i>Introducing film as a driver</i></p>	<p><b>Lost and Found by Oliver Jeffers:</b> Character descriptions, retelling story, own version 'losing/finding narrative</p> <p><b>The Way Back Home by Oliver Jeffers:</b> Write recount of the adventure, build a rocket in class and let the children decide where it is going, Write instructions for the rocket.</p>	<p><b>The Lion Inside by Rachel Bright</b> Letters, underwater adventure writing, diaries, posters, reports, fact file</p> <p><b>Tom Percival – Transition Texts:</b> Exploring the Big Bright Feelings collection. Discuss moving on, our emotions, ways to support ourself, etc. Children to respond through writing in different forms.</p>
<b>English – Reading</b>	<p><i>Exploration of tales – questioning and discussion on prediction, describing characters and settings, etc. Through the drivers:</i></p> <p><b>Think Big</b> by Kes Gray</p> <p><b>The Ugly Duckling</b> by Ailie Busby/Hans Christian</p> <p><b>Chicken Licken</b> by Mandy Ross (European Folk Tale)</p> <p><b>The Magic Porridge Pot</b> by Alan MacDonald (German Fairy-tale)</p> <p><b>Hansel and Gretel</b> by Ailie Bushby (German Fairy Tale)</p>	<p><i>Exploration of books – questioning and discussion on prediction, describing characters and settings, etc. Through the drivers:</i></p> <p><b>What the Ladybird Heard</b> by Julia Donaldson</p> <p><b>Snow White</b> by Pat-a-Cake (German Fairy Tale)</p> <p><b>Little Red Riding Hood</b> by Beth Woolvin (European Fairy Tale)</p> <p><b>Rapunzel</b> by Beth Woolvin (German Fairy Tale)</p> <p><b>The Jolly Christmas Postman</b> by Janet and Allan Ahlberg</p>	<p><i>Introduction of reading skills</i> <i>Rex Retriever, Predicting Pip, Sequencing Suki, Vocabulary Victor and Inference Iggy. Demonstrate skills through drivers:</i></p> <p><b>Toys In Space</b> by Mini Grey</p> <p><b>Lost in the Toy Museum</b> by David Lucas</p> <p><b>Dogger</b> by Shirley Hughes</p> <p><b>We're going to find the monster</b> by Malorie Backman &amp; Dapo Adeola</p> <p><b>Cinderella</b> by Charles Perrault (European Fairy Tale)</p>	<p><i>Exploration and demonstration of reading skills through the drivers:</i></p> <p><b>The Three Little Pigs</b> (English Folktale)</p> <p><b>The Three Wolves and The Big Bad Pig</b> by Eugene Trivizas</p> <p><b>Baby goes to Market</b> by Atinuke</p> <p><b>Where the Wild Things Are</b> by Maurice Sendak</p> <p><b>Billy the Beast</b> by Nadia Shireen</p>	<p><i>Exploration and demonstration of reading skills through the drivers:</i></p> <p><b>Oi Frog</b> by Kes Gray</p> <p><b>I want my hat back</b> by Jon Klassen</p> <p><b>Look Up</b> by Nathan Byron</p> <p><b>You Can't Take an Elephant on a Bus</b> by Patricia Cleveland-Peck</p> <p><b>The Enormous Turnip</b> by Irene Yates (Russian Folk Tale)</p>	<p><i>Exploration and demonstration of reading skills through the drivers:</i></p> <p><b>Lots: The Diversity of Life on Earth</b> by Nicola Davies</p> <p><b>Poo in the Zoo</b> by Steve Smallman</p> <p><b>Be Brave Little Penguin</b> by Giles Andreae</p> <p><b>Julian is a Mermaid</b> by Jessica Love</p> <p><b>Leo and the Octopus</b> by Isabelle Marinov</p>
<b>Phonics and Early Reading</b>	<p><b>Read Write Inc:</b> Following half-termly assessments, children attend daily sessions for their stage of reading development. Daily additional phonics sessions to take place in class using the Ruth Miskin Virtual Classroom and Sound Analysis Grid to target individuals.</p>					
<b>Maths</b>	Number: Place Value (within 10)	Number: Addition and Subtraction (within 10)	Number: Place Value (within 20)	Number: Place Value (within 50)	Number: Fractions	Measurement: Mass and Volume

	Number: Addition and Subtraction (within 10)	Geometry: Shape Number: Place Value (within 20) Consolidation	Number: Addition and Subtraction (within 20) Number: Place Value (within 50)	Measurement: Length and Height Number: Multiplication and Division	Geometry: Position and Direction Number: Place Value (within 100)	Measurement: Money Measurement: Time Consolidation
<b>Science</b>	Properties of everyday materials	Properties of everyday materials	Plants	Plants	Animals including humans	Animals including humans
<b>Computing (Teach Computing)</b>	Computing systems and networks – technology around us	Creating media – digital painting	Programming A – moving a robot		Programming animations	Creating media – digital writing inc dance mat typing
<b>History</b>			Then and Now (Toys)	Great Fire of London	Then and Now (Houses)	
<b>Geography</b>	Where is our school and what is our school like?	What city do we live in and where is it in the UK?				Where are the hot and cold places in the world?
<b>Art (Access Art)</b>	Spirals	<u>Fine Motor Skills</u> Making marks in playdough Making a clay pot	Making Birds	<u>Painting/Colour Skills</u> Transforming objects	Flora and Fauna	<u>Drawing Skills</u> Feely Drawings Drawing Small
<b>DT</b>	Food Tech - Salad (face shaped)			Textiles – sewing bookmarks with initials		Structures - tents
<b>RE</b>	Belonging: 5 Ks of Sikhism	Storytelling: Angels	Community: How do Sikhs show care in their community?	Welcoming: Easter - Palm Sunday	Special Places: Sikh and Christian	Symbols: Sikh and Christian
<b>PSHE</b>	Who helps keep us safe?	What helps us stay healthy? <b>RSE – Underwear rule</b>	What can we do with money?	Who is special to us?	What is the same and different about us? <b>RSE – Body parts – which make us male and female?</b>	How can we look after each other and the world?
<b>PE and Games (PE Hub)</b>	Attack, Defend, Shoot Unit 1	Hit, Catch, Run Unit 1	Send and Return Unit 1	Attack, Defend, Shoot Unit 2	Run, Jump, Throw Unit 1	Hit, Catch, Run Unit 2
	Attack, defend, shoot – unit 1	Hit, catch, run – unit 1	Send and return – unit 1	Attack, defend, shoot – unit 2	Run, jump, throw – unit 1	Run, jump, throw – unit 2
<b>Music (Sing Up!)</b>	Menu Song	Colonel Hathi's March Magical musical aquarium	Football	'Dawn' from Sea interludes Musical conversations	Dancing and drawing to Nautilus Cat and mouse	Come dance with me