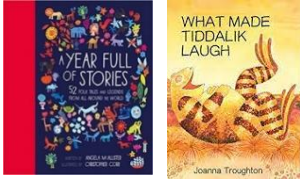
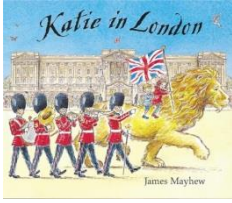
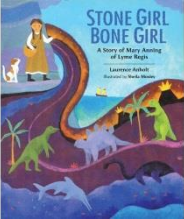

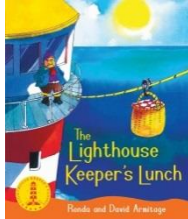













### Year 1 Long Term Curriculum Map 24 - 25

Autumn Term		Spring Term		Summer Term:	
Autumn 1 Where in the World?	Autumn 2 London Calling: From A to Z	Spring 1 Fossil Hunters	Spring 2 Enchanted Woodlands	Summer 1 Beside the Seaside	Summer 2 Take One Picture
<p><b>Core Text:</b> A Year Full of Stories/ What Made Tidilik Laugh</p> 	<p><b>Core Text:</b> Katie in London</p> 	<p><b>Core Text:</b> Stone Girl Bone Girl</p> 	<p><b>Core Text:</b> Little Red Riding Hood</p> 	<p><b>Core Text:</b> The Light House Keeper's Lunch</p> 	<p><b>Core Text:</b> To be decided based on painting</p>
<p><b>Writing Outcome:</b> To <b>retell</b> (verbally or in writing) and <b>perform</b> a folk tale from another country</p> <p>Write a poem linked to National Poetry Day</p>	<p><b>Writing Outcome:</b> To write a <b>postcard</b></p>	<p><b>Writing Outcome:</b> To write a <b>diary</b> entry</p> <p>Write a rhyming poem.</p>	<p><b>Writing Outcome:</b> To write a <b>Fairy Tale</b></p>	<p><b>Writing Outcome:</b> To write <b>Instructions</b> e.g. making a sandwich, how to play a game</p>	<p><b>Writing Outcome:</b> To write a <b>Poem</b></p>
<p><b>Other Suggested Texts:</b> All Aboard the Bobo Road</p>	<p><b>Other Suggested Texts:</b> The Tower Bridge Cat Rosie Revere Engineer This is London The Queen's Hat Paddington A Walk in London</p>	<p><b>Other Suggested Texts:</b> Tyrannosaurus Drip,</p>	<p><b>Other Suggested Texts:</b> Hansel and Gretel – Rachel Isadora Into the Forest -- Anthony Browne Red and the City Lon Po Po</p>	<p><b>Other Suggested Texts:</b> Flotsam Clean Up The Blue Giant On the Reef Splash, Anna Hibiscus Lucy and Tom at the Seaside Swashby and the Sea The Wide Wide Sea</p>	<p><b>Other Suggested Texts:</b></p>
<p><b>Poetry:</b> Children in Year 1 should revisit the rhymes learnt in the EYFS and continue to build a bank of songs, rhymes, chants and poems through daily poems and rhyme times and listening to and joining in with rhyming texts.</p>					

<p><b>Poetry:</b> All the Wild Wonders Travel by Book – Laura Mucha</p>	<p><b>Poetry:</b> Buckingham Palace - AA Milne Playgrounds – Berlie Doherty</p>	<p><b>Poetry:</b> Dinosaur poems</p>	<p><b>Poetry:</b> I am the Seed that Grew the Tree Little Red Riding Hood and the Wolf- Roald Dahl The Book – Micheal Rosen</p>	<p><b>Poetry:</b> Maggie and Milly and Molly and May – EE Cummings Seashell – James Berry Over My Toes – Micheal Rosen</p>	<p><b>Poetry:</b></p>
<p><b>White Rose Maths:</b> Number: Place Value (Within 10) Number: Addition and Subtraction (within 10) Geometry : Shape</p> <p><b>Mastering Number:</b> Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system.</p>		<p><b>White Rose Maths:</b> Number: Place Value (Within 20) Number: Addition and Subtraction (within 20) Number: Place Value (Within 50) Measurement: Length and Height Measurement: Weight and Volume</p> <p><b>Mastering Number:</b> Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols).</p>		<p><b>White Rose Maths:</b> Number: Multiplication and Division Number: Fractions Geometry (Position and Direction) Number: Place Value (Within 100) Measurement: Money Measurement: Time</p> <p><b>Mastering Number:</b> Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to ‘number stories’).</p>	
<p><b>Science:</b> Animals Including Humans</p> <p>Working Scientifically: Observation</p>	<p><b>Science:</b> Everyday Materials</p>	<p><b>Science:</b> Seasonal Changes Plants including Trees Science Fair Project</p> <p>Working Scientifically: Performing Simple Tests</p>		<p><b>Science:</b> Animals including humans- Revisit</p> <p>Working Scientifically: Gathering and Recording Data</p>	<p><b>Science:</b> Plants – Revisit Animals including humans- 2nd Revisit</p>
<p><b>Topic Enquiry: Geography : Where in the World?</b></p> <ul style="list-style-type: none"> <li>The differences and similarities in human and physical geography of a country in Africa (Kenya) and the UK</li> <li>How to find countries, the continents and oceans using a Globe and Atlas</li> <li>The Location of hot and cold places in the world</li> </ul>	<p><b>Topic Enquiry: London Calling – London A to Z Geography :</b></p> <ul style="list-style-type: none"> <li>The geography of the school and grounds.</li> <li>The geography of the local area through field work and maps.</li> <li>Finding out about famous London landmarks.</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>Transport in London past and present.</li> </ul>	<p><b>Topic Enquiry: Fossil Hunters Geography:</b></p> <ul style="list-style-type: none"> <li>The geography of the Jurassic Coast and the formation of fossils.</li> </ul> <p><b>History :</b></p> <ul style="list-style-type: none"> <li>To find out about the life and achievements of Mary Anning</li> <li>To find out how fossils provide evidence of extinct species.</li> </ul>	<p><b>Topic Enquiry: Enchanted Woodlands Geography: Weather and Seasons</b></p> <ul style="list-style-type: none"> <li>Identifying seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>How to use basic geographical language to refer to: key physical</li> </ul>	<p><b>Topic Enquiry: Geography :</b></p> <ul style="list-style-type: none"> <li>Know the Seas around the UK.</li> <li>Location of coastal resorts and the nearest coastal town to London.</li> <li>Study the human and physical geography of a UK seaside location.</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>Find out about seaside holidays in the past and make comparisons to the present day.</li> </ul>	<p><b>Topic Enquiry: Geography :</b> Local Fieldwork project.</p> <p><b>History:</b> Local History Project – Our School</p> <ul style="list-style-type: none"> <li>Finding out about the history of the school and changes to school life</li> </ul>

<p>in relation to the Poles and the Equator.</p> <p><b>History: Who was Mary Seacole and what did she achieve?</b></p> <ul style="list-style-type: none"> <li>To find out about the life and achievements of Mary Seacole.</li> </ul>			<p>features, including: season and weather.</p> <p>Weekly Forest School including local woodland habitat investigation linked to Science</p> <p><b>History: n/a</b></p>		
<p><b>Computing:</b> E safety: Media Balance and Wellbeing – Pause for People Technology Around Us ( 2 lessons)</p>	<p><b>Computing:</b> E Safety: Cyberbullying - Media Balance is Important Digital Writing and Digital Painting – Busy Things and JIT</p>	<p><b>Computing:</b> E Safety: News and Media Literacy – Media Balance is Important Digital Writing and Digital Painting – Busy Things and JIT</p>	<p><b>Computing:</b> E Safety: Privacy and Security - Safety in my Online Neighbourhood Data – Busy Things</p>	<p><b>Computing:</b> E Safety: Digital Footprint and Identity - Media Balance is Important Home Learning platform</p>	<p><b>Computing:</b> E Safety: Relationships and Communication – Media Balance is Important Bee Bots – Moving a Floor Robot Busy Things – Busy Code</p>
<p><b>Art:</b> Painting and Collage: Wax resist paintings/ African Masks</p>  <p><b>Focus Artist:</b> Lois Mailou Jones</p>	<p><b>Art:</b> Drawing and Painting London Buildings</p>  <p><b>Focus Artists:</b> Vincent Alexander Booth Joe Peel</p>	<p><b>Art:</b> Drawing, Printing and Sculptures Fossils</p>  <p>Access Art Units adapted</p> <p><b>Focus Artist:</b> Hamish Mackie</p>	<p><b>Art:</b> Drawing, Painting and Sculpture (2D-3D) Making Birds</p>  <p>Access Art Unit</p> <p><b>Focus Artist:</b> Andrea Butler</p> <p>Forest School Project: Making Nests</p> 	<p><b>Art:</b> Painting Exploring watercolour</p>  <p>Access Art Unit</p> <p><b>Focus Artists:</b> Paul Klee Emma Burleigh Quentin Blake</p>	<p><b>Art:</b> Take One Picture</p>
<p><b>DT:</b></p>	<p><b>DT:</b></p>	<p><b>DT:</b></p>	<p><b>DT:</b></p>	<p><b>DT:</b></p>	<p><b>DT:</b></p>

<p>Textiles : Puppets</p>  <p>Kapow unit</p>	<p>Mechanisms: Wheels and Axles- Vehicles</p>  <p>Kapow unit</p>	<p>Structures: Georgian Dolls House</p>  <p>Stand alone unit</p>		<p>Structures: Woodwork - bird houses/bug hotels</p>  <p>Wildlife Home Designs</p>	<p>Cooking and Nutrition: Smoothies</p>  <p>Kapow unit</p>
<p><b>Music:</b> Jolly Music</p> <ul style="list-style-type: none"> <li>Recognise the pulse and rhythm</li> <li>Differentiate between pulse and rhythm.</li> </ul>	<p><b>Music:</b> Jolly Music</p> <ul style="list-style-type: none"> <li>Recognise three pitches (high, medium, low)</li> <li>Show a visual representation of the pitch and pulse</li> </ul>	<p><b>Music:</b> Jolly Music</p> <ul style="list-style-type: none"> <li>Explore the movement of pitch</li> <li>Perform pulse and rhythm simultaneously</li> </ul>	<p><b>Music:</b> Jolly Music</p> <ul style="list-style-type: none"> <li>Learn the new rest gesture</li> <li>Visual representations of pulse and rhythm</li> </ul>	<p><b>Music:</b> Jolly Music</p> <ul style="list-style-type: none"> <li>Revise various songs and rhymes</li> <li>Visuals representations of pulse and rhythm</li> </ul>	<p><b>Music:</b> Jolly Music</p> <ul style="list-style-type: none"> <li>Visual representations of rhythm and pitch.</li> <li>Learn <i>solfa</i> names and hand signs <i>so</i> &amp; <i>mi</i>.</li> <li>Rhythm names <i>ta</i> and <i>ti-ti</i></li> </ul> <p>Composition linked to Take One Picture</p>
<p>Western Classical – Early, Baroque, Renaissance, Classical Era</p>	<p>Western Classical Romantic and up to 1940's</p>	<p>Western Classical 20<sup>th</sup> Century Music</p>	<p>20<sup>th</sup> and 21<sup>st</sup> Century Music including Film and Musical Theatre</p>	<p>Popular Music</p>	<p>World Music and Folk Music</p>
<p><b>PSHE:</b> Mental Health and Emotional Wellbeing Feelings</p>	<p><b>PSHE:</b> Keeping Safe and Managing Risk Feeling Safe</p>	<p><b>PSHE:</b> Identity, Society and Equality Me and Others</p>	<p><b>PSHE:</b> Drug, Alcohol and Tobacco Education What do we put into and on our bodies?</p>	<p><b>PSHE:</b> Physical Health and Wellbeing Fun Times</p>	<p><b>PSHE:</b> Careers, Financial Capability and Economic wellbeing My Money</p>
<p><b>RE:</b> Who is a Christian and what do they believe?</p>	<p><b>RE:</b> How and why do we celebrate?</p>	<p><b>RE:</b> What does it mean to belong to a faith community?</p>		<p><b>RE:</b> How should we care for others and the world, and why does it matter?</p>	
<p><b>PE:</b> Running Dance</p>	<p><b>PE:</b> Hands 1 Body Parts</p>	<p><b>PE:</b> Wide/ Narrow/ Curled Feet</p>	<p><b>PE:</b> Hands 2 Forest School</p>	<p><b>PE:</b> Games for understanding Jumping</p>	<p><b>PE:</b> Health and Wellbeing/ Yoga Rackets, Bats and Balls</p>
<p><b>Global Citizenship:</b> Equality and Rights Power and Governance (4 weeks)</p>		<p><b>Global Citizenship:</b> Respect for Others Identity and Diversity (8 weeks) Who am I?</p>		<p><b>Global Citizenship:</b> Ecological Awareness Sustainable Development (8 weeks) Starting Point: Whole School Earth Day</p>	

<p>How can be involved in making and changing the rules at school? How can we be Ready, Respectful and Safe? <u>Project Outcome: School Elections</u></p> <p><b>Social Justice and Equity (6 weeks)</b> What does the word fair mean? Can you think about what is unfair? What does rich and poor mean to you? How can we help people who don't have enough? <u>Project Outcome: Social Enterprise – Raise money for Children in Need</u></p> <p><b>Human Rights (5 weeks)</b> What are the basic rights we should have? How should we treat others? What should we do if we see someone treated badly? Can kindness change the world? <u>Project Outcome: Create posters for the school on the theme of kindness</u></p>		<p>What are some ways we are alike and different? Do we all think the same things? Why is important to celebrate differences?</p> <p><b>Peace and Conflict (4 weeks)</b> Why don't we always agree? How can we keep things fair? How can we end an argument?</p>		<p>How can we make things fair? What do we feel about our local environment and what would we like to change? What things make our local environment better or worse? What things do I do? How can we make a positive difference to our local environment?</p> <p><b>Globalisation and Interdependence (6 weeks)</b> Why is it important to have a home? How do homes differ in our local community? What do you know about housing in different parts of the world? How might it be different form where we live? <u>Project Outcome: Create a home for an animal in the school grounds e.g. bird box, bug hotel</u></p>	
<p><b>Global Citizenship Links:</b> International Day of Democracy International Day of Peace Black History Month – celebrating diversity Dyslexia awareness week</p>	<p><b>Global Citizenship Links:</b> Universal Children's Day Anti- Bullying Week Human Rights Day Remembrance Day Children in Need Road Safety Week World Philosophy Day Inter Faith Week</p>	<p><b>Global Citizenship Links:</b> International Women's Day International Mother Language Day Children's Mental Health Week</p>	<p><b>Global Citizenship Links:</b> Autism Awareness Day Comic Relief Fair Trade Fortnight Mothering Sunday</p>	<p><b>Global Citizenship Links:</b> International Mother Earth Day World Bee Day Walk to school week National Children's Gardening Week</p>	<p><b>Global Citizenship Links:</b> BNF Healthy Eating Week World Environment Day World Oceans Day World Refugee Day Oxfam water week Recycle Awareness Week National School Grounds Week</p>
<p><b>P4C:</b> The Feast (in <i>A Year Full of Stories</i>); what does it mean to 'value' hospitality? Should you have to contribute to get something 'free'?</p>	<p><b>P4C:</b> Compare photos of a local street now &amp; then: what's the same/what's different; how do the changes affect us; are the changes good?</p>	<p><b>P4C:</b> Dinosaurs and All That Rubbish (Foreman): are we taking care of our planet? Would it be a good idea if dinosaurs were still alive today?</p>	<p><b>P4C:</b> Not Now Bernard: what is a monster? Who is the monster here? How do we know what is real?</p>	<p><b>P4C:</b> Flotsam: can 'flotsam' be 'treasure'? Could a photo be a magic mirror? Will the links go on forever?</p>	<p><b>P4C:</b> The Artist Who Painted A Blue Horse – Eric Carle Is it okay to paint the 'wrong' colours?</p>
<p><b>Emotional Literacy: Self Awareness</b> Emotional Literacy Autumn 1 Booklet <b>Associated Skills</b> • Identifying emotions</p>	<p><b>Emotional Literacy: Self Management</b> Emotional Literacy Autumn 2 Booklet <b>Associated Skills</b> • Impulse control</p>	<p><b>Emotional Literacy: Social Awareness</b> Emotional Literacy Spring Booklet <b>Associated Skills</b> • Understanding emotions</p>	<p><b>Emotional Literacy: Relationship Skills</b> Emotional Literacy Spring 2 Booklet <b>Associated Skills</b> • Communication</p>	<p><b>Emotional Literacy: Responsible Decision Making</b> Emotional Literacy Summer 1 booklet <b>Associated Skills</b></p>	<p><b>Emotional Literacy: Anti Bullying/ Transition</b> SEAL – Say No to Bullying</p> <ul style="list-style-type: none"> <li>• I can tell you what bullying is.</li> </ul>

<ul style="list-style-type: none"> <li>Accurate self-perception</li> <li>Recognising strengths</li> <li>Self-confidence</li> <li>Self-efficacy</li> </ul> <p><b>Contents</b>  <b>Introduction:</b> The RULER Anchor Tools – What are emotions, mood meter, class charter, Moreland moment, Best self.  <b>Lesson 1:</b> How am I feeling? – Cheerful  <b>Lesson 2:</b> How am I feeling? - Sad  <b>Lesson 3:</b> How am I feeling? - Angry  <b>Lesson 4:</b> How am I feeling? - Calm  <b>Lesson 5:</b> Recognising and celebrating our strengths  Lesson 6: Self-efficacy</p>	<ul style="list-style-type: none"> <li>Stress management</li> <li>Self-discipline</li> <li>Self-motivation</li> <li>Goal setting</li> <li>Organisational skills</li> <li>Growth Mindset</li> </ul> <p><b>Contents</b>  <b>Lesson 1:</b> How do you want to feel?  <b>Lesson 2:</b> Moving out of the red – angry  <b>Lesson 3:</b> Tool Kit to regulate emotions - angry  <b>Lesson 4:</b> Growth Mindset- introduction  <b>Lesson 5:</b> Growth Mindset – making mistakes  <b>Lesson 6:</b> Setting Goals</p>	<ul style="list-style-type: none"> <li>Empathy/sympathy</li> <li>Appreciating diversity</li> <li>Respect for others</li> </ul> <p><b>Contents</b>  <b>Lesson 1:</b> How do you want to feel? - Revisiting the class charter  <b>Lesson 2:</b> Recognising and understanding other people’s emotions  <b>Lesson 3:</b> Kindness  <b>Lesson 4:</b> Belonging and Community</p>	<ul style="list-style-type: none"> <li>Social engagement</li> <li>Relationship building</li> <li>Teamwork</li> </ul> <p><b>Contents</b>  <b>Lesson 1:</b> Thinking about friendship  <b>Lesson 2:</b> Conflict resolution  <b>Lesson 3:</b> Asking for help  <b>Lesson 4:</b> Good listening skills  <b>Lesson 5:</b> Team work</p>	<ul style="list-style-type: none"> <li>Identifying problems</li> <li>Analysing solutions</li> <li>Solving problems</li> <li>Evaluating</li> <li>Reflecting</li> <li>Ethical responsibility</li> </ul> <p><b>Contents</b>  <b>Lesson 1:</b> Identifying Problems  <b>Lesson 2:</b> Solving Problems – Brainstorm  <b>Lesson 3:</b> Solving Problems – What will happen?  <b>Lesson 4:</b> Making Choices  <b>Lesson 5:</b> Evaluating and Reflecting – Using the blueprint</p>	<ul style="list-style-type: none"> <li>I can tell you some ways in which I am the same as and different from my friends.</li> <li>I am proud of the ways in which I am different. I can tell you how someone who is bullied feels.</li> <li>I can be kind to children who are bullied.</li> <li>I know that when you feel sad, it affects the way you behave and how you think.</li> <li>I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.</li> <li>I know what to do if I am bullied.</li> </ul>
<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Introduction to the PANTS rule</li> <li>Being safe in the classroom/ school environment</li> <li>What to do when the fire alarm sounds</li> </ul>	<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Firework safety</li> <li>Fire Safety</li> <li>Road Safety Be Safe Be Seen</li> <li>Keeping safe at home and outside the home (see PSHE/RSE)</li> </ul>	<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Dog Safety</li> <li>Stranger Danger</li> <li>Review PANTS rule</li> </ul>	<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Staying Safe at Home</li> <li>First Aid</li> </ul>	<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Road Safety- Green Cross Code</li> <li>Who keeps us safe</li> <li>Sun Safety (See PSHE/RSE)</li> <li>Review PANTS rule</li> </ul>	<p><b>Personal Safety:</b></p> <ul style="list-style-type: none"> <li>Water safety</li> <li>Cycle and Scooter Safety</li> </ul>
<p><b>Enrichment Opportunities:</b>  Little Angel Theatre or Discover  Story Telling workshop  Portrait Gallery – Mary Seacole</p>	<p><b>Enrichment Opportunities:</b>  Local area field work  London Transport Museum  Tower Bridge  St Clements Church visit</p>	<p><b>Enrichment Opportunities:</b>  Natural History Museum  Wesley Chapel - Georgian life workshop  Local walk looking at Georgian houses  3 Discovery Workshop</p>	<p><b>Enrichment Opportunities:</b>  Forest School  Trip to Queen’s/ Highgate Wood  Garden Classroom – Trees Please Me</p>	<p><b>Enrichment Opportunities:</b>  Seaside trip  Punch and Judy show  Courtauld Gallery</p>	<p><b>Enrichment Opportunities:</b>  Linked to Take One Picture</p>
<p><b>School, Family and Community Events:</b>  International Evening  Class Tea Party</p>	<p><b>School, Family and Community Events:</b>  Interfaith Week  Children in Need  Community Carol Concert</p>	<p><b>School, Family and Community Events:</b>  Museum week  Class led workshop – safer internet day</p>	<p><b>School, Family and Community Events:</b>  Comic Relief  Spring Concert  Science Fair</p>	<p><b>School, Family and Community Events:</b>  World Earth Day Workshop  Learning Outside the Classroom Day</p>	<p><b>School, Family and Community Events:</b>  National Field Work week  Summer Picnic  Sports Day</p>

Class led workshop – mental health and wellbeing Take One Picture Exhibition	Christmas Fair Anti Bulling Week workshop		World Book Day Mental Health workshop or lesson	Eid Disco Moreland's Got Talent	Healthy Eating week workshop or lesson
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