









John Hampden Primary School Curriculum Map 2023 - 2024

Year 1 Long Term Overview

Autumn Term PSHE Theme		Spring Term PSHE Theme		Summer Term PSHE Theme	
BEING ME IN MY WORLD		DREAMS & GOALS		RELATIONSHIPS	
CELEBRATING DIFFERENCE		HEALTHY ME		CHANGING ME	
Autumn 1 Around My World	Autumn 2 A Knight's Tale	Spring 1 Explorers	Spring 2 The Toys That Time Forgot!	Summer 1 How does my garden grow?	Summer 2 What Makes Me Amazing!
 <p>Core Text: The Perfect Fit Along Came A Different</p> <p>Shared Text: The Beautiful Oops! The Lion Inside Butterflies in my Stomach The Bag of Worries The Worry Worries How Did That Get in My Lunchbox? The Enormous Turnip</p>	 <p>Core Text: Look inside a Castle Tell Me A Dragon</p> <p>Shared Text: Fairy tales: Three Little Pigs, Gingerbread Man, Little Red Hen, Goldilocks and the Three Bears, Hansel and Gretel, Little Red Riding Hood, Jack and the Beanstalk, Three Billy Goats Gruff, Mixed Up Fairy Tales</p>	 <p>Core Text: Grandad's Island The Green Ship Miranda the Castaway</p> <p>Shared Text: Portside Pirates Where The Wild Things Are The Pirates Next Door The Troll The Snail and the Whale</p>	 <p>Core Text: The Everywhere Bear</p> <p>Shared Text: The Easter Story The Velveteen Rabbit This is The Bear Collection</p>	 <p>Core Text: Cook It Together There's a Tiger in the Garden</p> <p>Shared Text: The Little Gardener Bloom Trees A Seed in Need Titch Mamma Mitti The Lorax</p>	 <p>Core Text: Eliot Midnight Superhero</p> <p>Shared Text: Only One You Super Dad's Day Off The Life of Florence Nightingale Hoorah for Mary Seacole Only One You Little People, Big Dreams</p>

<p>PSHE Outcomes: A special and safe classroom environment Belonging Achievements and feeling proud Rewards and consequences Our Learning Charter Zones of Regulation</p>	<p>PSHE Outcomes: Recognising that everyone has similarities and differences Understand ‘bullying’ and know how to deal with it Making new friends Understand differences make us special and unique</p>	<p>PSHE Outcomes: Setting goals Achieving new goals Working well with others Identifying and overcoming obstacles Celebrating success</p>	<p>PSHE Outcomes: Healthy lifestyle choices Keeping myself safe Asking the right people for help Being a good friend Dealing with tricky situations Amazing me and how to look after myself</p>	<p>PSHE Outcomes: Family diversity Being a good friend Appropriate contact when meeting friends People who support us Knowing myself and how to be a good friend Celebrating special relationships</p>	<p>PSHE Outcomes: Life cycles of animals and humans Personal change over time Understand and respect changes in themselves and other people Coping with change</p>
<p>Topic overview: I will learn about the world, finding out about different animals and celebrating diversity of people and cultures.</p>	<p>Topic overview: I will learn about rights and responsibilities. I will compare life in the past in a castle to my own life. I will learn how to keep myself and others safe.</p>	<p>Topic overview: I will find out about the adventures of some real-life explorers. I will relate what I learn to my own dreams and goals.</p>	<p>Topic overview: I will research the history of toys, in the past, to help me find out about my toys and also my family’s toys.</p>	<p>Topic overview: I will begin to harvest and cook my own healthy foods and find out how these help us to build a healthy lifestyle. I will look at how I can keep myself safe at home and on the road.</p>	<p>Topic overview: I will think of the role of a significant person from history and think about how the changes they made affect my life today.</p>
<p>Experiential Learning: Autumn Assembly Continuous provision for continents of the world Now Press Play: Animals</p>	<p>Experiential Learning: Christmas church service Castle/Knights experience day Now Press Play: Castles</p>	<p>Experiential Learning: Explorer’s experience day Big School Bird Watch</p>	<p>Experiential Learning: Visit Thame Museum to learn how to set up a museum for our Year One toy museum Easter Experience St Mary’s</p>	<p>Experiential Learning: Trip to National Trust Property Create a ‘pop up’ healthy café for parents Now Press Play: Plants/Seasons</p>	<p>Experiential Learning: Florence Nightingale Experience Day Now Press Play: Mary Nightingale/Mary Seacole</p>
<p>Writing Opportunities: Write fact cards about an animal Animal acrostic/kennings poetry</p>	<p>Writing Opportunities: Facts about the parts of a castle or castle life Instructions about how to trick a dragon</p>	<p>Writing Opportunities: Island story adventure or island setting description Poetry</p>	<p>Writing Opportunities: Write an adventure story about a lost bear. Information labels for my toy museum Easter poem</p>	<p>Writing Opportunities: Narrative based on a garden adventure Instructions for teddy bears’ picnic Write invitation for healthy food café</p>	<p>Writing Opportunities: Fact sheet about Florence Nightingale Write a fantastic superhero story to go into a class book Performing poems</p>
<p>Maths: Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape</p>		<p>Maths: 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>Maths: Number: Multiplication and Division Number: Fractions Geometry: position and direction Number: Place Value (within 100) Measurement: money Time</p>	

<p>Science: Animals including humans As I 'travel' around the world, I will find out about a variety of different animals including fish, amphibians, reptiles, birds and mammals. I will find out about what they eat, learning about carnivores, omnivores and herbivores.</p>	<p>Science: Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Science: Materials I will be learning about the different materials castles are made from. Why did they choose those materials? What are their properties? I will learn to describe the properties of different materials. I will investigate strength/ waterproofness/flexibility of materials.</p>	<p>Science: Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Science: Seasons and Plants I will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I will identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Science: This science is all about us. I will investigate using my senses. I will learn the proper names of the different parts of my bodies. Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>
<p>ICT / Computing: On-line safety Grouping and Sorting</p>	<p>ICT / Computing: Pictograms Lego Builders</p>	<p>ICT / Computing: Maze Explorers Animated story books</p>	<p>ICT / Computing: Animated story books Coding</p>	<p>ICT / Computing: Coding Spreadsheets</p>	<p>ICT / Computing: Technology outside school</p>
<p>Geography: Name and locate the world's seven continents</p>	<p>History: I will find out about the changes to castles as their purpose changed and as weapons became more efficient. We will use drama and stories a great deal in this term to: learn the story of Matilda and Stephen and to learn about the Field of the Cloth of Gold.</p>	<p>Geography: Recap of 7 continents. Name and locate the five oceans. Explore the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>History: I will find out about what toys our parents and grandparents played with. I will explore what toys were like at different times in the past. I will identify toys that are old and toys that are new. I will describe how toys are different and how they are the same. I can find out more from special visitors who will come in or talk on zoom about their old toys.</p>	<p>Geography: Identify seasonal and daily weather patterns in the United Kingdom Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>History: I will learn about the work of Florence Nightingale and Mary Seacole and how their work was important to us, what they achieved and how they were heroes of their time. I will also consider the history of today as ask the question 'Who is the hero of this Year?' I will look at news stories to find a person who has acted as a real hero and whose name I think will be remembered in history.</p>
<p>Art: Spirals How can we use our whole bodies to make drawings?</p>	<p>D&T Sliders and Levers</p>	<p>Art: Exploring watercolours How can we use the properties of watercolour to make experimental images?</p>	<p>D&T: Free standing Structures</p>	<p>D&T: Preparing fruit and vegetables</p>	<p>Art: Playful making How can we transform the materials around us into sculpture?</p>

<p>RE: The Creation Story Does God want Christians to look after the world? Does the world belong to God? Should people take care of the word?</p>	<p>RE: The Christmas Story What gift would I have given to Jesus if He had been born in my town and not in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs?</p>	<p>RE: Jesus as a friend Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings?</p>	<p>RE: Easter – Palm Sunday Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs?</p>	<p>RE: Shabbat Is Shabbat important to Jewish children? Are religious celebrations important to people?</p>	<p>RE: Chanukah Does celebrating Chanukah make Jewish children feel closer to God? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs?</p>
<p>PE: Jasmine- Real PE Coordination-Footwork Static Balance- One Leg and working on Personal Skills. Getset4PE -Fitness Running skipping and easy circuits.</p>	<p>PE: Jasmine- Real PE Dynamic Balance to Agility- Jumping and Landing Static Balance- Seated and working on Social Skills Getset4PE – Target Games and Invasion Throwing, passing and defending a ball</p>	<p>PE: Jasmine – Real PE Dynamic Balance-On a Line Static Balance- Stance and working on cognitive Skills Getset4PE - Gymnastics Basic skills of jumping, rolling, balancing and travelling</p>	<p>PE: Jasmine -Real PE Coordination- Ball Skills Counterbalance with a partner and working on Creative Skills Getset4PE – Dance Explore travelling actions, movement skills and balancing. Copy and repeat actions linking them together to make short dance phrases</p>	<p>PE: Jasmine – Real PE Co-ordination- Sending and Receiving Agility –Reaction and Response and working on Physical Skills Getset4PE – Athletics Develop skills such as running at different speeds, changing direction, jumping and throwing</p>	<p>PE: Jasmine – Real PE Agility – Ball Chasing Static Balance- Floor Work and working on Health and Fitness Getset4 PE - Teambuilding Develop communication and problem-solving skills. Work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. Sports Day Preparation</p>
<p>Music: I will sing nursery rhymes, alphabet, and number songs. I will use instruments to repeat simple rhythms. Compose rhythm sequences and play these loudly and quietly. I will find out about instruments around the world. I will play some non-tuned instruments to keep the beat.</p>	<p>Music: I will listen to high quality music as we hear some medieval Gregorian chants and compare them with Tudor music and find out what this music was used for. I will find out the difference between a beat and a rhythm. I will use my voice creatively by singing songs in preparation for our Christmas celebrations.</p>	<p>Music: I will compose and accompany a story using non tuned instruments and environmental resources. I will use my voice expressively and creatively by singing songs.</p>	<p>Music: I will create simple graphic scores to represent percussion instrument sounds linked to Arts week. I will use my voice expressively and creatively by singing songs in our Easter celebration.</p>	<p>Music: I will listen with concentration and understanding to a range of high-quality live and recorded music. Learn how instruments are played and the different sounds they make, understanding that timbre describe the character and quality of the sound. I will explore musical instruments from the past and learn old fashioned nursery rhymes and skipping songs.</p>	<p>Music: I will use my voice expressively and creatively by singing songs. I can compose and create a musical score.</p>
<p>Emotional Literacy: Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p>Emotional Literacy: Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p>Emotional Literacy: Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming</p>	<p>Emotional Literacy: Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p>Emotional Literacy: 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</p>	<p>Emotional Literacy: 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</p>

		obstacles Feelings of success		Celebrating special relationships	Coping with change Transition
<p>Speaking Frames: Would you like to play...?</p> <p>Please may I join in?</p> <p>After we've played this game, could we use my idea?</p> <p>I feel proud because...</p>	<p>Speaking Frames: I don't like that. It makes me feel . . .</p> <p>I like that we are different because. . .</p> <p>I like that we are similar because . . .</p> <p>I am sorry I... I won't do that again. How can I make it better?</p>	<p>Speaking Frames: I feel proud when I . . .</p> <p>I like the way you . . . Well done! Great job!</p> <p>Keep trying. You can do it.</p> <p>When I did ... I felt... Next time I ... I can't do it yet...</p>	<p>Speaking Frames: I feel happy when...</p> <p>I keep healthy by ...</p> <p>I keep safe by ...</p>	<p>Speaking Frames: You are special because ...</p> <p>Please may I (give you a cuddle)?</p> <p>What can I do to help you?</p>	<p>Speaking Frames: Sometimes I feel worried when ...</p> <p>... makes me feel better.</p>