



## Newington Green and Rotherfield Primary School Curriculum Map 2025 - 26 - Year 1



	Autumn Term		Spring Term		Summer Term	
	Autumn 1: Superheros	Autumn 2: Our Local Area	Spring 1: Wonderful Women	Spring 2: London	Summer 1: How It's Made	Summer 2: It's Alive
<b>Science</b>	<b>Understanding the World</b>	<b>Animals including Humans (9 lessons + 1 trip)</b>		<b>Seasonal Changes (6 lessons)</b>	<b>Everyday Materials (x lessons)</b>	<b>Plants (x lessons + 1 trip) + Science Week (5 lessons)</b>
<b>Science detail</b>	Children revisit and embed objectives from Development Matters, Understanding the World. Within continuous provision in the afternoons, they engage in topic related activities focused on mastering EYFS learning and begin to build on their Reception understanding on Seasons by making observations about the world around them.	In this unit, children identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They research the diet of different animals to classify them as herbivores, omnivores or carnivores and give examples of what they eat. Using this understanding, children compare animals by identifying similarities and difference and sort them in different ways depending on their features. Throughout this unit, children ask simple questions and use their own observations and ideas to suggest answers to them. Building on their Autumn 2 learning, children now focus on the human body. Children identify, draw and label the human body, know which part of the body is associated with each sense and understand that humans (and other animals) use their senses to find out about the world. Children investigate their senses – seeing which smells they can match and which foods/flavours they can identify. They make comparisons between people and begin to explore patterns eg. Do people with bigger hands have bigger feet? □		In this unit, children build on their understanding from Reception on Seasonal Change. After exploring their school environment in EYFS, children now observe seasonal change in their local area. They collect data about the weather across different months, eg. number of cloudy days, amount of rainfall, and use this to spot similarities and differences between seasons. Children collect data about day length over the year and present this to compare the seasons. They also develop their vocabulary eg. observing and identifying deciduous and evergreen trees in Winter.	Building on early exploration of materials in Early Years, children learn to distinguish an object and the material from which it is made. They identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock - identifying objects made from these materials in their immediate environment. Children carry out simple tests on materials so they can describe their properties and with this understanding, children compare and group objects and materials in different ways.	With an understanding of growth and change in plants developed in EYFS, pupils now identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Through making close observations in their local area over time, children identify and describe the basic structure of a variety of common flowering plants, including trees, and compare and classify leaves, seeds and flowers using a range of characteristics. This topic links closely with the children learning on Seasonal Changes.
<b>History &amp; Geography</b>	<b>Transition</b>	<b>Geography - The Local Area - Making links to the wider world - What is in my locality? How the locality fits into the world.</b> <b>History - Changes within living memory - What can I tell you about my school and how is it different to 50 years ago? (**7 lessons)</b>	<b>History - Lives of Significant individuals in the past (5 lessons + 1 trip)</b>	<b>Geography - The UK and Weather (6 lessons + 1 trip) (**6 Week Half Term**)</b>	<b>History - Changes within living memory - How are toys different to those 50 years ago? (6 lessons + 1 trip) (**5 Week Half Term**)</b>	<b>Geography - The UK - Where would I like to visit in the UK? (7 lessons) (**8 Week Half Term**)</b>
<b>History &amp; Geography Detail</b>	<b>Location</b> In this unit, children will investigate the characteristics of their local area and where this is located on a map. Children will learn how to use simple directional language to help them describe where they live. <b>Place</b> Children begin to make simple comparisons with a region in Australia and compare it to their local area. They observe and collect information from photos, fieldwork and simple maps to find similarities and differences. <b>Physical and Human</b> Additionally, the children will identify and describe weather associated with the four seasons whilst identifying that the North and South Pole are cold and the equator is hot. Children begin to develop their knowledge of towns and cities and where in the world people in our school come from. <b>Fieldwork</b> Using simple compass directions, children begin to draw basic maps of their local area.  <b>In this British history unit, children focus on their school to explore changes that have taken place within living memory. Building on their learning within early years, related to the sequencing of time, for example before, after, next, they continue to develop awareness of the past, by using common words and phrases related to time. They will ask questions about artefacts, photos and stories, in order to identify simple similarities and differences. As well as listening to oral accounts from real people, they will talk about any changes and continuity between ways of life at different times.</b>	Within this unit, children analyse a range of historical sources to investigate significant people from the past. They use words and phrases relating to time to ask and answer questions based on key historical figures who have contributed to national and international achievements, such as Rosa Parks. Children construct timelines to help compare the lives of Florence Nightingale and Mary Seacole and through analysing artefacts, stories and oral accounts, children learn about health care during the Victorian era.	<b>Location</b> In this unit, children will name and locate countries and capital cities of the UK <b>Place</b> Children compare the weather and climate in an area of the UK with an area in Australia discussing the effects of extreme weather. <b>Physical and Human</b> Children consolidate and continue to explore types of weather and how different parts of the world have different climates during certain times of the year. Children develop their knowledge further by investigating other key physical features of an area, such as a coast, mountains and valleys. <b>Fieldwork</b> Children conduct investigations into UK weather by observing the weather and collecting rainwater.	Building on previous learning about changes within living memory, children focus on toys. They sequence photos and artefacts into a chronological framework as they build a vocabulary of historical terms. Using stories and other sources, children begin to understand some ways we find out about the past. Building on their experience of play and toys within early years, they will recognise why people used the toys they did, identifying basic causes and effects. Children will communicate their ideas about the past in writing, drawing, ICT and drama role-play. □	<b>Location</b> Children build on their prior knowledge of the UK. <b>Place</b> Children will compare the countries of the UK and investigate their similarities and differences. Through creative writing opportunities, children can communicate and explain their geographical conclusions about different locations within the UK. <b>Physical and Human</b> Children will begin to explore the human and physical features of Scotland, Wales, Northern Ireland and England through analysing photos, aerial images and maps, including naming the surrounding seas. <b>Fieldwork</b> Map skills are developed through the use of google earth, basic atlases and regional maps.	

<b>Computing and ICT</b>	<b>Computing systems and networks – Technology around us (7 lessons)</b>	<b>Creating media – Digital writing (6 lessons)</b>			<b>Programming animations (Using Scratch Jr) (7 lessons)</b>	
<b>Computing detail</b>	In the first term we introduce children to online safety by introducing "trusted adults" and encouraging them to tell a trusted adult if they are unsure or upset when using devices. Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. We will learn how to use an iPad to adjust settings and manage apps. Learners will also consider how to use technology responsibly.	Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.			Learners will be introduced to on-screen programming through Scratch Jr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.	
<b>Computing Digital literacy</b>	Children will agree to an acceptable use policy which outlines how they will use devices at home and school safely and responsibly. In year 1 children discuss trusted adults and the importance of talking to trusted adults if they have any questions when using digital devices.					
<b>Art and DT</b>	<b>Spirals: Drawing and Sketchbooks (7 lessons)</b>	<b>Structures and Mechanisms: The Naughty Bus (7 lessons)</b>	<b>Simple Printmaking: Surface and Colour (6 lessons)</b>	<b>Food technology: Fruits and Vegetables-Smoothie (5 lessons)</b>	<b>Playful Making: Working in 3 dimensions (6 lessons)</b>	<b>Textiles- Puppets (7 lessons)</b>
<b>Art and DT detail</b>	Children explore how we can create sequenced imagery to share and tell stories. Children will be introduced to two artists: an illustrator and a graphic novelist and author. Children will use sketchbooks to gather ideas from the way the artists' work. There is a choice of two projects: the first explores the creation of an accordion book-inspired by a piece of literature, exploring how we can use drawing in an illustrative or fine art sense to tell stories. In the other option, children draw upon graphic novels and make a comic strip style telling of a piece of poetry. Children will expand on their experience in working with charcoal in Year 3 by using different types of Charcoal, for example, compressed charcoal pencil.	In this unit students will study the naughty bus story and use this as an entry point to explore the mechanisms of a bus. Students learn how to turn a simple 2D net into a 3D structure using paper and glue. Children will learn how to mark up and cut out the components of a wheel and axle using card and scissors and design the missing parts of a bus structure. They will discuss the pros and cons of using different types of materials and evaluate their products against a simple design criterion.	This pathway invites children to explore the world around them to begin to understand the concept of "print". Children use their own bodies, then things they collect around them, to create a variety of prints. They use their hands and feet to make prints, and they take rubbings of textures from the environment around them. They make "plates" by making impressions in plasticine, and then by using printing foam. They explore how they can build up images by creating multiples, and use line, shape, colour and texture to explore pattern, sequencing and symmetry.	Children will learn about fruits and vegetables in the context of designing a smoothie recipe and its packaging. Students will learn how and where fruits and vegetables grow, they will label the parts of fruit and learn what parts are able to be blended or not. Children will learn how to safely and hygienically chop fruit and will learn that a blender is a machine that mixes ingredients into a smooth liquid, design and make their own smoothies learn about fruit and vegetables and to know that fruits grow on trees or vines and vegetables can grow above or below the ground. Children will evaluate their product, including evaluating different flavour combinations.	Children are introduced to what sculpture can be and invited to explore the work of other sculptors whilst taking a playful and inventive approach to making their own sculptures. The pathway encourages children to start voicing their response to sculptural artworks, including their own, and to give them time and space to explore properties of materials, and what happens when you join one or more materials together to construct new forms.	In this unit children will investigate different types of puppets, how they have been made and the materials they have been made from. Children will use a template to support them in creating a puppet design, they will make a mock-up of their design and explore and learn about a range of joining techniques (staples, glue, pins). Students will practice how to cut fabric neatly and safely and how to do a basic running stitch to join fabric together. Children will evaluate their product against a simple design criterion and will explain the positives and things to improve.
<b>PE</b>	<b>Ball Skills (7 lessons)</b>	<b>Gymnastics (7 lessons)</b>	<b>Dance (6 lessons)</b>	<b>Net and Wall Games (5 lessons)</b>	<b>Invasion Games (6 lessons)</b>	<b>Athletics (7 lessons)</b>
	<b>Building on knowledge:</b> Following on from Reception pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.	<b>Building on knowledge:</b> Following on from Reception pupils will learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Skills such as jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing.	<b>Building on knowledge:</b> Following on from Reception pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme.			
	<b>New learning:</b> Pupils will develop to track a ball coming towards them.	<b>New learning:</b> Pupils will develop technique in the barrel, straight and forward roll.	<b>New learning:</b> Pupils will explore using pathways and create their own dances using actions and counts.	<b>New Learning:</b> In this unit pupils will learn to defend space, using the ready position and begin to play against an opponent keeping score. Pupils will explore hitting with a racket and begin to develop racket and ball skills including hitting over a net.	<b>New Learning:</b> In this unit pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means.	<b>New Learning:</b> In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.
<b>Spanish</b>	<b>Our Feelings (6 lessons)</b>	<b>Numbers 1-10 (6 lessons)</b>	<b>Colours (6 lessons)</b>	<b>Classroom equipment and Numbers 11-20 (6 lessons)</b>	<b>Healthy eating (6 lessons)</b>	<b>Healthy eating across the Curriculum (6 lessons)</b>

Each  
lesson = 1 hour

Spanish Detail	<p>Greetings and Introductions Links with prior learning: In Reception, children learnt to name feelings and clothes nouns orally, prompted by pictures. They listened to the story of Noah's Ark and responded to it by acting a part with the support of a partner. New Learning: Children will trace or copy feelings adjectives and clothes nouns and respond to the story of the Three Little Pigs by acting out an individual character.</p>	<p>Numbers 1-10 Links with prior learning: In Nursery and Reception, children learnt to respond to a song counting 1-10 by showing the correct number of fingers and joining in with the singing orally. In Reception, they learnt to count objects accurately in chorus as a group. New Learning: Children begin to produce numbers orally independently, some children beginning to identify numbers out of sequence. They read numbers in word form both silently and aloud. They will trace or copy number words and collect and record data about numbers in table format.</p>	<p>Colours Links with prior learning: In Nursery, children responded to the colour adjectives rojo, amarillo, azul, verde, naranja and violeta by repeating orally and by listening to the adjective and pointing to or looking for an object in that colour. In Reception, children added marrón, rosa, gris and blanco, practised all pronunciations and matched some colour adjectives to nouns in response to oral and visual prompts only. New Learning: Children meet the colour 'negro' and read, trace or write all colour adjectives. They read and write them in the context of some of Frida Kahlo's paintings and learn about Frida as a woman and artist. During this half term, children listen to the numbers 11-20 in a song and begin to join in.</p>	<p>Classroom Equipment and Numbers 11-20 Links with prior learning: Children are familiar with the sound of the new numbers 11-20 from a song they have been listening to at the beginning of Y1 Spanish lessons. New Learning: Children begin to work formally with numbers 11-20, counting and quantifying with increasing accuracy. They learn classroom object nouns and work with them orally and in writing and describe these using colour adjectives orally and in writing.</p>	<p>Healthy Eating Links with prior learning: In Reception, children learnt the sounds of food nouns. New Learning: Children are introduced to written forms of fruit and vegetable nouns and categorise them by colour in word and picture form. They use '(No) me gusta' in speech to tell others about the foods they like and don't like.</p>	<p>Healthy Eating across the curriculum Links with prior learning: In Reception and in Y1, Summer 1, children worked with first oral and then written forms of fruit and vegetable nouns. They learnt colour nouns in speech and writing in Y1, Spring 1. New Learning: Children embed their learning around fruit and vegetable nouns and colour adjectives by working on the story 'La Oruga Glofona' (The Very Hungry Caterpillar) by both reading and listening and acting. They role play buying fruit and vegetables at the market and identify fruits used in some fine art paintings.</p>
Music	General Musicianship - singing/pulse (6 lessons)		General Musicianship - singing/pulse/unfunded percussion (6 lessons)		General Musicianship - composing/improvising (6 lessons)	
Music detail	<p>Children develop and recognise pulse and pitch, whilst exploring their voice with an increasing quality of sound. Children learn through playing circle games, chanting, and building a shared repertoire of simple songs. Children begin to develop reading skills by understanding pitch can move up and down, and sing using a relative pitch ladder, and solfege hand signs. Children listen to recorded music and learn to appraise it using their new vocab.</p>		<p>Children continue to strengthen pulse and pitch with an increasing quality of sound. Children explore new elements of music (tempo/dynamics/duration/crescendo) and are given the opportunity to select and apply new musical elements to alter existing repertoire. Unfunded percussion is introduced, and children begin to work as a team to keep pulse, accompany repertoire and perform. Children listen to recorded music, and their own performances and learn to appraise it using their new vocab. Children are introduced to rhythm sofa and are taught to read simple Kodaly rhythm cards. Children listen to recorded music and learn to appraise it using their new vocab.</p>		<p>Children continue to strengthen pulse and pitch with an increasing quality of sound and build repertoire Tuned percussion is introduced and children are taught to improvise, and to follow and be a conductor. Children continue to read simple rhythm, increasing their musical memory. Children are introduced to graphic scores, and are invited to sing, play and improvise using graphic score. Children compose for a purpose (a storm) and are asked to create their own graphic score representing their work. Children listen to recorded music, and their own performances and learn to appraise it using their new vocab</p>	
RE Unit of Work	<p><b>Unit 7</b> <b>Who do Christians say made the world? (Creation) (x6 lessons)</b></p>	<p><b>Unit 8</b> <b>Why does Christmas matter to Christians? (Incarnation) (x6 lessons)</b></p>	<p><b>Unit 9</b> <b>Who is Jewish and how do they live? (Judaism) (x6 lessons)</b></p>	<p><b>Unit 10</b> <b>What do Christians believe God is like? (God) (x6 lessons)</b></p>	<p><b>Unit 11</b> <b>What does it mean to belong to a faith community? (Thematic) (x6 lessons)</b></p>	<p><b>Unit 12</b> <b>How should we care for others and the world and why does it matter? (Thematic) (x6 lessons)</b></p>
RE detail	<p>In this unit, pupils will learn about the Christian creation story. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it.</p>	<p>In this unit, pupils will start to think about the terms secular and religious. Drawing from their knowledge from Foundation Stage, they will talk about the key events from the Christmas story in more detail. Pupils will find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. They will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story.</p>	<p>In this unit, pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Later in the unit, pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.</p>	<p>* This unit will not be taught. Instead, during spring 2, lessons will be used to complete any unfinished RE units and then to further embed Rights Respecting objectives. In this unit, pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the Big Fish and find out about how many Christians put their beliefs into practice through worship.</p>	<p>In this unit, the pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong. Throughout the unit, pupils will encounter artefacts, places of worship and symbols. Pupils will also consider where they belong and the communities to which they are a part of.</p>	<p>Within this unit, pupils will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. Later in the unit, pupils will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. Pupils will also take time to consider why people who are religious and non-religious should care for others and look after the natural world.</p>
PSHE unit of work	Physical Health and Wellbeing - Fun Times (3 lessons and 1 social skills)	Keeping Safe and Managing Risk - Feeling Safe (3 lessons, 1 social skill, 1 debate)	Identity, Society and Equality - Me and Others (3 lessons, 1 debate, 1 social skill)	Drug, Alcohol and Tobacco Education - What do we put into and onto our bodies? (2 lessons, 1 social skill)	Mental Health and Emotional Wellbeing - Feelings (3 lessons, 1 social skill)	Careers, Financial Capability and Economic Wellbeing - My Money (3 lessons, 1 debate, 1 social skill)

Each lesson = 30 mins, debate 30 mins, social skill 30 mins, circle time 15 minutes

<p><b>PSHE/ RSHE detail</b></p>	<p>An introduction to physical health will be in the form of children participating in playground games from around the world and discussing how they feel. An introduction to wellbeing looks at food and drink that is associated with different celebrations and customs to understand why the food eaten on special days may be different to everyday foods. Children will also learn about sun safety and create rules for staying safe in the sun.</p>	<p>An introduction to keeping safe begins with children learning about safety in familiar situations by recognising the difference between 'real' and 'imaginary' dangers. Children are also introduced to personal safety – understanding that there are parts of the body that are private. Children will learn how to ask for help outside the home (e.g., emergency services)</p>	<p>An introduction to why we are all special. They learn about roles and responsibilities at home and at school and how to be cooperative with others. Children will learn through role play and acting out scenarios.</p>	<p>An introduction to safe substances in and on our bodies – for example, Calpol and suncream.  Children will also learn to ask if they are unsure about whether something should go into or onto the body.</p>	<p>Prior learning – The Zones of Regulation provides an easy way to think and talk about how we feel on the inside and sorts emotions into four coloured Zones – all of which are expected in life. This topic Children will name different feelings and identify how different emotions look and feel on the body. They learn about managing different feelings and learn about change or loss and how this can feel.</p>	<p>An introduction to where money comes from (earn, win, find, presents, pocket money, borrow, benefits) and making choices when spending money.  Children will learn about saving money and how to keep it safe. Children will learn about the different jobs that people do.</p>
<p><b>Educational Visits /Special Events</b></p>	<p>No trip - transition</p>	<p>Freightliners City Farm</p>	<p>Florence Nightingale Museum</p>	<p>Teacher-Led London Bus Tour</p>	<p>V &amp; A Museum of Childhood</p>	<p>Nature Study - King Henry's Walk Garden</p>