



## Long Lane Primary School

### Year 1 Curriculum Map 2025 - 2026

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	RWI	RWI	RWI	RWI	RWI	RWI
Literacy	RWI	RWI	Holiday News  Little Red Hen (mapping, retelling, role play, writing, descriptions)  Instructions: Jam sandwich  Poetry: James Carter, animal using similies and adjectives  Chinese New Year (sequencing, ordinal)	Holiday News  The Hare and the tortoise (mapping, retelling, role play, writing, descriptions)  Poetry: Mother's Day acrostics, similies  SPAG week: Adding the endings –ing, –ed and –er to verbs where no	Holiday News  The Enormous Turnip (mapping, retelling, role play, writing, descriptions)  Instructions: Planting a seed  SPAG week: compound words	Holiday News  Phonics screening practise  Non-fiction: animal fact files  The Gingerbread Man (mapping, retelling, role play, writing, descriptions)

			numbers / time words, suffixes er and est)	change is needed to the root word  Easter Story (retelling, mapping, describing, writing)		
Cross-curricular		RE: Nativity Story (ordering, retelling)  Recount: character in play	History: Fact file for Florence Nightingale  Science: Wood recount	History: Fact file Isambard Kingdom Brunel	Science: Plant diary	Recount writing: Sports Day, trip to Bucklebury Farm Park.
Maths	Place Value within 10  Shape	Addition and subtraction within 10	Place value within 20  Addition and subtraction within 20	Addition and subtraction within 20  Place value within 50  Length and height	Mass and volume  Multiplication and division  Fractions	Position and direction  Place value within 100  Money  Time
Science	All about me	Materials:	Animals	Materials  Name, identify	Plants	Animals

	<p>The human body, senses</p>	<p>Name, identify everyday materials, learn about properties of materials</p>	<p>Name, identify and classify animals</p> <p>Understand omnivore, carnivore, herbivore</p>	<p>everyday materials,</p> <p>Properties of materials- absorbent / non absorbent (The duck who didn't like water)</p>	<p>Name and identify the parts of a plant.</p> <p>To name and identify plants in local area</p> <p>To name, identify trees by their leaves</p>	<p>Vertebrates and invertebrates</p> <p>Local wildlife</p> <p>Diet</p>
<p>Geography</p>	<p>Mapping locality</p> <p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city,</p>		<p>Australia</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting</p>	<p>United Kingdom and coasts</p> <p>Name, locate, and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use simple compass</p>	<p>Mapping the World Continents and Oceans</p> <p>name and locate the world's seven continents and five oceans</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and</p>	<p>UK and local area</p> <p>Mapping local area including human and physical features.</p> <p>Traffic study</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</p>

	<p>town, village, factory, farm, house, office, port, harbour and shop</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>non-European country</p>	<p>directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>oceans studied at this key stage</p>	<p>of its surrounding environment.</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>
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<p>History</p>	<p>Chronology</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally</p>	<p>Gunpowder Plot</p> <p>WW1 (Remembrance)</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally</p>	<p>Florence Nightingale and Mary Seacole</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Isambard Kingdom Brunel</p> <p>significant historical events, people and places in their own locality</p>	<p>The First Flight</p> <p>events beyond living memory that are significant nationally or globally</p>	<p>Local history</p> <p>significant historical events, people and places in their own locality</p>
<p>Art</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas,</p>	<p><b>Portraits</b></p> <p>Spotlight: Thomas Gainsborough</p> <p>about the work of a range of artists, craft makers and designers, describing the</p>	<p><b>Spirals</b></p> <p>Spotlight: Vincent Van Gogh</p> <p>Fireworks- contrast</p> <p>to develop a wide range of art and design techniques in using</p>		<p><b>Flora and Fauna</b></p> <p>Spotlight: Henri Rousseau</p> <p>to develop a wide range of art and design</p>		<p><b>Making birds</b></p> <p>to use a range of materials creatively to design and make products</p>

<p>experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>colour, pattern, texture, line, shape, form and space</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>techniques in using colour, pattern, texture, line, shape, form and space</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination about the work of a range of artists, craft makers and designers, describing the differences and similarities between different</p>		
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				practices and disciplines, and making links to their own work.		
DT			<p><b>Sliders</b></p> <p>Design: generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make: select from and use a range of tools</p>		<p><b>Structures</b></p> <p>Technical Knowledge: build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><b>Portable Snacks (CQ)</b></p> <p>use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from.</p>

			<p>and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate: evaluate their ideas and products against design criteria</p>			
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<p>Computing</p>	<p><b>Computing-</b> grouping data (weather)</p>	<p><b>Computing-</b> grouping data (weather)</p>	<p><b>What is technology?</b></p> <p>Computing- grouping data (weather)</p> <p>recognise common uses of information technology beyond school</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or</p>	<p><b>Computing-</b> grouping data (weather)</p>	<p><b>Programming a robot</b></p> <p>Computing- grouping data (weather)</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>	<p><b>Digital writing</b></p> <p>Computing- grouping data (weather)</p>
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			other online technologies.			
RE	Creation Story (Christianity)	Nativity (Christianity)	Jesus as a friend (Christianity)	Easter Story (Christianity)	Judaism	Judaism- Rosh Hashanah and Yom Kippur
Music	Hey You (Charanga)	Christmas production	In the Groove (charanga)	Round and Round (Charanga)  Parent Appreciation Breakfast	Your imagination (Charanga)	Reflect, rewind, replay (Charanga)
PE	Hands (ball skills)  Running	Feet 1 (ball skills)  Body Parts (gymnastics)	Health and well-being  Wide, narrow, curled (gymnastics)	Hands 2 (ball skills)  The zoo (dance)	Athletics  Rackets, bats and balls	Team building  Games for understanding (attack vs defence)  Sports Day
PSHE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Trips	Walk to Pikeshaw Woods (seasonal change and local wildlife)  Local Geography Walk	Walk to Pikeshaw Woods (seasonal change and local wildlife)	Walk to Pikeshaw Woods (seasonal change and local wildlife)	Walk to Pikeshaw Woods (seasonal change and local wildlife)	Walk to Pikeshaw Woods (seasonal change and local wildlife)	Walk to Pikeshaw Woods (seasonal change and local wildlife)  Bucklebury Farm
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