



Comber Grove Primary School Year 1 Curriculum Map 2023-2024



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|--|---|--|--|--|---|
| Subject | The four seasons | Sparks in the sky | Where do I live? | All about me | Let's explore London | Intrepid explorers |
| Writing texts | The Magic Bed By <i>John Burningham</i> | Dinosaurs and all that rubbish By <i>Michael Foreman</i> | Cave baby By <i>Julia Donaldson and Emily Gravett</i> | Pig the pug By <i>Aaron Blabey</i> How to be dog By <i>Jo Williamson</i> | Naughty Bus By <i>Jan Oke</i> | The Yeti and the Bird By <i>Nadia Shireen</i> |
| | Beegu By <i>Alexis Deacon</i> | Billy and the beast By <i>Nadia Shireen</i> | Stanley's stick By <i>John Hegley</i> | Send for a super hero By <i>Michael Rosen</i> | Engine, Engine! Poem | Astro girl By <i>Ken Wilson Max</i> |
| Writing outcomes | Writing a fantasy story where children are transported to another world. Nonsense-word dictionary, poems and poetic sentences | Narrative (retelling), setting description, letters, pamphlet, poster, instructions. Summary, emails, recipes, own version narrative | Labels and captions, informal letters, narratives (own versions), retellings | Shared poem, own version narrative. Wanted posters, letters, character descriptions. | Letters, sequels, non-chronological reports, narrative (own versions) Non-Fiction | Letters, list of rules, character descriptions, longer story built around two characters who develop an unlikely friendship. Writing in role, 'how to' guides, fact files |

Community

Pride

Empathy

Happiness

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Creativity

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|-----------------------------|--|--|--|--|--|--|
| Reading texts | Fiction: The odd egg By Emily Gravett | Fiction: Dadaji's paintbrush By Rashmi Sirdeshpende | Fiction: Stick man. By Julia Donaldson | Fiction: Julian is a mermaid. By Jessica Love | Fiction: Iggy Peck Architect By Andrea Beaty | Fiction: The sea saw. By Tom Percival |
| | Non-fiction: A selection of non-fiction books about the seasons | Non-fiction: Text about Guy Fawkes | Non- Fiction: Leaflets and travel guides for the local area | Non-Fiction: A selection of non-fiction books about transport | Non-Fiction: A selection of non-fiction books about London. | Non-Fiction: A selection of non-fiction about Christopher Columbus |
| Reading outcomes | Draw on knowledge of vocabulary to understand texts. Identify/explain key aspects of fiction and non- fiction texts, such as characters, events, titles and information. Identify and explain the sequence of events in texts. Make inferences from the texts. Predict what might happen on the basis of what has been read so | Draw on knowledge of vocabulary to understand texts. Identify/explain key aspects of fiction and non- fiction texts, such as characters, events, titles and information. Identify and explain the sequence of events in texts. Make inferences from the texts. Predict what might happen on the basis of what has been read so | Draw on knowledge of vocabulary to understand texts. Identify/explain key aspects of fiction and non- fiction texts, such as characters, events, titles and information. Identify and explain the sequence of events in texts. Make inferences from the texts. Predict what might happen on the basis of what has been read so | Draw on knowledge of vocabulary to understand texts. Identify/explain key aspects of fiction and non- fiction texts, such as characters, events, titles and information. Identify and explain the sequence of events in texts. Make inferences from the texts. Predict what might happen on the basis of what has been read so | Draw on knowledge of vocabulary to understand texts. Identify/explain key aspects of fiction and non- fiction texts, such as characters, events, titles and information. Identify and explain the sequence of events in texts. Make inferences from the texts. Predict what might happen on the basis of what has been read so | Draw on knowledge of vocabulary to understand texts. Identify/explain key aspects of fiction and non- fiction texts, such as characters, events, titles and information. Identify and explain the sequence of events in texts. Make inferences from the texts. Predict what might happen on the basis of what has been read so |

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| | far. | far. | far. | far. | far. | far. |
| Additional texts (Optional) | | | | | | |
| Maths | Number: Place value (within 10) Number: Addition and subtraction (within 10) | Number: Addition and subtraction (within 10) Geometry: Shape | Number: Place value (within 20) Number: Addition and subtraction (within 20) | Number: Place value (within 50) Measurement: Length and height Measurement: Weight and volume | Number: Multiplication and division Number: Fractions Geometry: Position and direction | Number: Place value (within 100) Measurement: Money Measurement: Time |
| Science | Seasonal Changes | Everyday materials | Plants | Animals including humans | Animals including humans. | Plants |
| Computing | Digital Literacy Twinkl Online Safety | Computing systems and networks. STEM: Technology around us | Information Technology STEM: Creating media – digital painting Safer internet day | Information Technology STEM: Creating media – digital painting | Computing Science Espresso Coding Unit 1A | Computing Science Espresso Coding Unit 1B |
| Geography | Seasons and Weather North and South Poles The Equator | N/A | The Local Area (Camberwell) | N/A | Study of London (Fieldwork and Mapping skills) River Thames | N/A |
| History | N/A | Guy Fawkes and the Gunpowder plot. | N/A | Timelines 0-5 years Transport - Now and Then | N/A | Christopher Columbus |
| R.E What does it mean to belong? | How do you belong to Christianity? | Why do Christians celebrate Christmas? | What can be special about living with family and friends? | What does it mean to belong? (Hinduism) | What does it mean to belong? (Islam) | What does it mean to belong? (Sikhism) |

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| PSHCE | Family and Relationships | Health and Wellbeing | Safety and the changing body | Citizenship | Economic Wellbeing | Transitions |
| D.T | | Food: Fruit and vegetables | | Mechanisms: Wheels and axles | | Textiles: Puppets |
| Art | Drawing: Make your mark | | Painting and mixed media: Colour splash | | Craft and design: Woven wonders | |
| Music | Charanga Music Programme How pulse, rhythm and pitch work together | Charanga Music Programme Pulse, rhythm and pitch, rapping, dancing and singing | Charanga Music Programme How to be in the groove with different styles of music | Charanga Music Programme Pulse, rhythm and pitch in different styles of music | Charanga Music Programme Using your imagination | Charanga Music Programme The history of music |
| Drama | Drama Games | Winter Show Performance | Story Telling Act out a story | Recite a poem Poetry week | Role play Explore a character | Summer show pantomime OR Talent show |
| P.E | Mighty movers running Multi-skills | Boot camp fitness Multi-skills | Multi Sports Fitness Frenzy | Cool core (strength) Brilliant Ball Skills | Throwing and catching Circuits | Skip to the beat Cricket and Athletics |
| Educational Trips | A walk in the park to look at the changing season. | | A walk around the local area. | | A visit to the River Thames (boat ride) | |

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