

# Year 1 Curriculum Map Term 3 2024-2025



## English

### **Fiction – Fantasy worlds: The Singing Mermaid** **Quest adventure: The Lighthouse Keepers' Lunch**

Embed skills previously taught, including punctuation, plurals, prefix 'un' and suffixes 'ed, er, est and ing'; participate in class debates; invent a new ending for both stories and sequence sentences to form a narrative.

**Poetry -Imagery:** Using our senses to create poetry about what can be seen, heard, smelt, touched and tasted at the seaside.



## Computing

**Creating media-digital literacy:** Planning a miniature adventure story, capturing it using photography skills. Creating a sequence of pictures, focusing on taking clear and well-framed photographs, editing photos, searching for and importing images and creating a photo collage to tell a story.



## History

### **How has the seaside changed?**

Children will use historical sources to build a picture of seaside in the past and learn about Victorian seaside holidays. They will also reflect on their own seaside holidays from the past and make comparisons.



## Music

### **Your Imagination:**

A song by Joanna Mangona & Pete Readman  
Children will explore imagination through music. They will listen and appraise, play musical games, improvise, and compose using new digital tools.

**Reflect, Rewind and Replay:** consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.



## Geography

### **What is it like to live in Shanghai?**

Exploring Shanghai's location within China and the world, using maps and aerial photographs to understand its physical and human features.

Comparing Shanghai to the local area, investigating land use and how people live. Through practical activities, develop geographical skills such as map-reading, data collection, and presenting information. This unit encourages curiosity about different cultures while building a deeper understanding of urban environments.



## PSHE

**Relationships:** Children explore special relationships with and how these relationships help them feel safe. They explain how their own qualities help these relationships. Children give examples of behaviour in other people like and don't like.

**Changing Me:** Children compare how they are now to when they were babies and explain some of the changes that will happen as they get older. Children use the correct names for body parts and reasons why they are private.



## Science

**Exploring every day materials (2):** continuing to learn how to distinguish between an object and the material from which it is made.

**Animals including Humans:** identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.



## PE

**Striking and Fielding:** *Ball skills understanding hitting, running and working together to stop the ball.*

**Athletics:** *Throwing, jumping/ running* - Jumping through height and distance. Throwing - developing coordination and strength throwing different objects. Running – changing direction, maintaining balance.



## Maths

- Multiplication and Division
- Fractions
- Position and Direction
- Place value (within 100)
- Money
- Time



## RE

### **How should we care for others and the world?**

Children will explore how caring relates to Christianity and Muslim studies for example, through Bible stories, the lives of believers such as Dr Barnardo and Mother Teresa.

### **What does it mean to belong to a faith community?**

This unit enables pupils to think about belonging and to learn about how Christians, Muslims and Jews show they belong to their faith community.



## Art

### **Painting and Printing – Andy Warhol**

Using fruit and vegetables to print images in a Andy Warhol style. Creating a print using polystyrene and paint to print with. Discussing their own and others' work.

### **Textiles**

Creating felt puppets related to The Singing Mermaid story or sea creatures, exploring stapling as a method of joining.



## DT

**Textiles – Puppets :** Learning to design a template and join fabrics together with pins, staples or glue to create a puppet based on a storybook character

**Cooking and nutrition - Smoothies:** Cutting and juicing fruits and vegetables to create a smoothie that fits a design brief, whilst learning where fruit and veg is sourced from and its characteristics.