

# Year 1 Curriculum Map Term 3 2025-2026

## English



**Fiction – Fantasy worlds: The Singing Mermaid**

**Quest adventure: The Lighthouse Keepers' Lunch**

Embed skills previously taught, including punctuation, plurals, adjectives, 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.

## 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 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

**What are the characteristics of an animal:** Identify a range of common animals, including fish, reptiles, birds, mammals and amphibians.

**Plants:** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Learn the characteristics of a plant, sow and grow a seed of your own, and investigate the parts of a plant.



## PE

**Teamwork skills:** Develop teamwork skills by working in pairs or groups, work collaboratively, lead each other and problem solve. Learn to discuss and plan a strategy.

**Athletics:** Develop skills, including running at speed, jumping and throwing. Measure their performance, compete to improve their own score and that of others.



## 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?**

Children will consider their thoughts 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 an Andy Warhol style. Creating their own print using polystyrene and paint to print images with. Discussing their own and others' work.

**Textiles**

Creating a simple loom and weaving with paper and other textiles to create a piece of artwork.



## DT

**Textiles – Puppets:** Learning to design a template, use the design to cut out of felt and join together. Experiment joining with pins, staples and glue to create before choosing their preferred method and creating a seaside themed puppet. Evaluate their design and chosen method of joining afterwards.