

Year 1 Curriculum Map

Excalibur's curriculum drivers are embedded throughout our teaching

Aiming High

Culturally Aware

Resilient

Enquiring

Respectful

English, Communication and Languages

As writers, we will:

- Have an increasing awareness of capital letters, finger spaces and full stops when recording simple sentences
- Use simple sentence structures (which may often be repetitive)
- Write lower case letters in the correct direction, starting and finishing in the right place.
- Spell some words containing previously taught phonemes correctly
- Spell some common exception words accurately
- Record own ideas to retell a familiar story using short, simplistic sentences

As readers, we will:

- Apply phonic knowledge to decode regular words.
- Read and understand simple sentences
- Demonstrate a pleasure in reading and a motivation to read.
- Listen whilst others read and show understanding of what has been heard
- Retrieve information and share our ideas
- Retell a familiar story using props or pictures to support.
- Check that a text makes sense and begin to self-correct.
- Reread own writing aloud to check that it makes sense

As linguists, we will:

- Make predictions
- Share our thoughts and feelings
- Explore and use new vocabulary
- Talk about our favourite part of a story
- Tell our own stories

Science and Technology

As scientists, we will:

- Distinguish between an object and the material form from which it is made
- Identify and name a variety of everyday materials
- Describe simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their physical properties
- Explore the work of vets and learn about scientist, Ole Kirk

As computer scientists, we will:

Programming

- Write short algorithms and programs for floor robots, and predict program outcomes
- Grouping Data
- Explore object labels, then use them to sort and group objects by properties.

Mathematics

As mathematicians, we will learn to:

Place Value (within 20)

- Count within 20
- Understand numbers to 20
- Use a number line to 20
- Estimate on a number line to 20
- Compare numbers to 20

Addition and Subtraction (within 20)

- Explore adding and counting on within 20
- Add ones using number bonds
- Explore doubles
- Subtract ones using number bonds
- Investigate missing number problems

Place Value (within 50)

- Count from 20 10 50
- Count by making groups of tens and ones
- Estimate on a number line to 50

Length and height

- Measure length using objects
- Measure length using cm

Mass and volume

- Measure mass and capacity
- Compare mass, volume and capacity.
- Use comparative language e.g. heavier, empty etc.

Spring 2025-26

Miss Taylor and Mrs Thompson
No Outsiders- Want to play trucks?
Hair, it's a family affair!

Humanities and Religious Education

As geographers, we will:

- Name and locate the four countries on a map of the UK and identify the country they live in.
- Identify the four seasons and describe some seasonal changes.
- Identify the four compass directions and use the compass directions to describe the location of features.
- Observe and describe daily weather patterns.
- Begin to locate the four capital cities of the UK.
- Explain what the weather is like and suggest appropriate clothing during each season in the UK.

As historians, we will:

- Understand that toys that children play with today are different to the toys that children played with in the past.
- Learn what toys in the past were made from and compare this to modern toys.
- Discover which toys were popular in Victorian times.

As theologians, we will:

- Investigate different beliefs about God through exploring the 99 names of Allah.
- Identify beliefs about special relationships with God from a Jewish story.
- Describe what some people believe about God using Jewish scripture.
- Describe what some people believe about God using a Christian story.
- Understand what some Hindus believe about God's different forms and identify the roles of the Trimurti.
- Explore some Zoroastrian beliefs about God through their creation story.

Physical Health and Well-being

As sports' people, we will:

- Develop fundamental skills, following same programme as EYFS but challenging and honing skills, beginning to show more advanced application of skills.
- Master basic movements including running, jumping, throwing and catching.
- Be able to hold a balance showing control
- Be able to hold a balance showing balance and extension
- Create routines containing balances with control and extension and fluency from one balance to the other

As citizens, we will:

- Learn about the special people in our lives and how they care for us
- Learn how our special people set rules that keep us safe
- Learn how our special people can help us when we are feeling worried, scared or nervous.
- Talk about different types of family and why families are important
- Explain how families are different and describe what people in families do for each other
- Explain why families are special and who is special in our own families
- Identify ways in which we can be safe when using the internet
- Recognise the importance of our mental health and ways we can look after it

The Arts and Design

As artists, we will:

- Roll paper to make 3D sculptures
- Shape paper to make a 3D drawing
- Apply paper-shaping skills to make an imaginative sculpture
- Apply painting skills when working in 3D

As designers, we will:

- Make stable structures
- Use tools and equipment accurately
- Join parts of a structure
- Evaluate a structure

As musicians, we will:

- Learn that music is a language made up of high and low and long and short sounds
- Listen to and learn about many different styles of music
- Enjoy dancing and learning about the songs
- Sing, move and dance to specially-written songs
- Play classroom percussion instruments with the songs we learn to sing
- Begin to explore improvisation
- Compose and create their own sounds and melodies
- Perform their choice of songs and musical activities to an audience