

Year 1 curriculum intent map 2024-25	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Me and my world		Moving and growing		People and places	
Class Stories	<i>Funny Bones</i>	<i>Owl Babies List and letter book</i>	<i>Gingerbread</i>	<i>Supertato</i>	<i>Enormous Turnip</i>	<i>Greta and the Giants</i>
English Intent	<ul style="list-style-type: none"> Place Value of Punctuation and Grammar Nouns, verbs, subject, pronoun, sentence punctuation 	<ul style="list-style-type: none"> Place Value of Punctuation and Grammar Building single clause sentences Sentence punctuation 	<ul style="list-style-type: none"> Non-chronological report (Toy Man) Recount – Letters and postcards (Toys in Space) 	<ul style="list-style-type: none"> Narrative – repetitive story (The Gingerbread Man) <p>*Non-chronological report (All about dragons)</p>	<ul style="list-style-type: none"> Setting description (Candy House) Plot weave 	<ul style="list-style-type: none"> Narrative (Jack and the Beanstalk) Instructions – How to grow a plant?
Maths Intent	<ul style="list-style-type: none"> Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Number Sense – Stage 1: visual number foundations and start of Stage 2: Make and Break numbers to 10. 	<ul style="list-style-type: none"> Number: Addition and Subtraction (within 10) Number: Place Value (within 20) Number Sense – Make and Break numbers to 10 	<ul style="list-style-type: none"> Number: Addition and Subtraction (within 20) Number Sense – Stage 3: Facts and Strategies within 10 	<ul style="list-style-type: none"> Number: Place Value (within 50) Number Sense – Stage 3: Facts and Strategies within 10 	<ul style="list-style-type: none"> Multiplication and division Number: Fractions Number Sense – Stage 3: Facts and Strategies within 10 	<ul style="list-style-type: none"> Number: Place Value (within 100) Stage 4: Ten and a bit facts
Shape, space and measure will be covered throughout the year through continuous provision.	<ul style="list-style-type: none"> Compare length and heights – Block/ Design/ * Construction Areas Recognise 2D shapes Sort 2D shapes Recognise 3D shapes – SSM/ design/ block areas recognising 3D shapes Patterns with 2D and 3D shapes <p>Dates – daily calendar</p>	<ul style="list-style-type: none"> Measure capacity – water area (investigate how many small containers it takes to fill a larger container) Sort 3D shapes – sort junk modelling/ block area by shape Time to the hour – role play (opening times) 	<ul style="list-style-type: none"> Measure length – introduce sorting blocks by length using a ruler/ introduce rulers into design area/ construction area Compare capacity Writing time 	<ul style="list-style-type: none"> Time to the half hour – role play (opening times) Comparing time Capacity and volume – water area (range of containers for children to fill) 	<ul style="list-style-type: none"> Position and direction Money – recognising coins/ counting in coins (shop) 	Opportunity to master taught skills in continuous provision.

Science Seasonal changes Observe changes across the four seasons	Animals including humans	Animals including humans			Plants	Everyday materials
Intent	Can I label the parts of the body and say what they are used for?	How can I name and sort animals into different groups?			Can I name and describe different types of plants including trees?	Can I describe and sort materials based on their characteristics?
History	Queen Victoria	Transport changes over time		Queen Elizabeth II		
Intent	Who was Queen Victoria and why do we remember her?	How has the way we travel changed over time?		Who is Queen Elizabeth II and why is she important? How is she similar and different to Queen Victoria?		
Geography	Season focus Fieldwork		Drawing maps Fieldwork	Season focus Fieldwork	The UK and surrounding seas	Season focus Fieldwork
Intent	How does our environment change through the seasons?		Can I draw a simple map with a key?	How does our environment change through the seasons?	Can I name and locate the four countries of the UK?	How does our environment change through the seasons?
Art	Naming and mixing colours (paint)	Using materials in different ways.	Clay	Colour	Collage	Recycled art
Intent	Can I name and mix the colours I want to use using only primary colours? Artist: Wassily Kandinsky Paint	Can I create art in the style of John Dyer? Pastel	Can I use clay to create a sculpture in the style of Yayoi Kusama? Artist: Yayoi Kusama Paint and clay	Artist: Andy Warhol Pop Art Pastel	Can we use real-life objects to create art? Guiseppe Arcimboldo Pastel and collage	Can I use recycled materials to create pieces of art? Whole class piece of art
DT	Skills: *cutting *shaping *joining *folding *rolling *finishing	Process of: Design Make Evaluate *Technical knowledge –Can we use our finished products?	Opportunity to master taught skills in continuous provision.			
Intent						
Computing <i>E-safety is taught throughout the year.</i>		Creating Digital pictures	Creating programmes (Scratch)		Identify uses of technology and word processing.	

Intent		How can I create a digital picture?	Can I create my own programme using a clear set of instructions?		Can I identify where technology is used in the world? Can I change the size, colour and font of my writing?	
PSHE	All about me and Relationships	Emotions	Health and Wellbeing	Health and wellbeing	Living in the Wider World	Living in the wider world
Intent	What is the same and different about us? Who is special to us?	Can I recognise and name my feelings?	What helps us stay healthy?	Who helps us to keep safe?	What can we do with money?	How can we look after each other and the world?
Music		Unit 1 Step 5 – We talk to animals Christmas Carol Concert	Unit 5 Step 3 - Brush our teeth	Unit 2 Step 2 – In the orchestra		Unit 6 Step 4 – In the sea
Intent		How can we make friends when we sing together? How can we perform for a Christmas Carol Concert?	What songs can we sing to help us through the day?	How does music tell stories about the past?		How does music connect us with the environment? (performance)
RE	Christian creation	Faith communities	God (Christianity)		Judaism	Caring for the world
Intent	Who do Christians say made the world?	What does it mean to belong to a faith community?	What do Christians believe God is like?		Who is Jewish and how do they live?	How should we care for the world and for others, and why does it matter?
PE	Invasion games	Gymnastics	Dance	Net and wall games	Striking and fielding games	Athletics
Intent	What skills do I need for different games?	Can I create a sequence of 5 different elements?	Can I learn and perform a dance routine as part of a group?	Can I use a racket to make a ball move in a given direction?	Can I throw, catch and hit a ball to play a simple game?	Can I run, jump and throw in different ways?