



**Holy Cross Catholic Primary School  
Year 1 Long Term Curriculum Map**

**Intent-**

**We provide a curriculum that is embedded within our core values to ensure our children thrive academically, spiritually, physically, culturally and emotionally to ensure they are well prepared for their next stage of education and life in the 21st century. We are committed to cultural entitlement and provide a rich and varied curriculum that motivates and engages learners through representing the diversity of our school community and offering a wide range of extra-curricular activities. Through building relationships with God and each other; we ensure our children work hard in faith and do their best in all things.**

Subject	Autumn	Spring	Summer
Topic Title	<b>Memory Box</b>	<b>Bright Lights, Big City</b>	<b>Wonderful World</b>
<b>RE Religious Education Directory</b>	<p style="text-align: center;"><b><u>Autumn 1</u></b> Creation and Covenant</p> <p style="text-align: center;"><b><u>Autumn 2</u></b> Prophecy and Promise</p>	<p style="text-align: center;"><b><u>Spring 1</u></b> Galilee to Jerusalem</p> <p style="text-align: center;"><b><u>Spring 2</u></b> Desert to Garden</p>	<p style="text-align: center;"><b><u>Summer 1</u></b> To the Ends of the Earth</p> <p style="text-align: center;"><b><u>Summer 2</u></b> Dialogue and Encounter</p>
<b>Main Topic Theme</b>	Geography/Science – Seasonal changes and Materials History – Toys	Geography – The UK and London	Geography – Focus on China and Caribbean (Jamaica) – link to migration Science – Asian animals
<b>School Value Focus</b>	Respect Justice	Justice Forgiveness	Respect Tolerance
<b>Home Learning Link</b>	Memories of childhood – parents and grandparents Create own memory boxes	Bread making – Different types of bread London landmarks	Research famous nurses from around the UK/world- compare to Mary Seacole
<b>Reading Texts</b>	Knuffle Bunny Where the Wild Things Are	Katie in London Rapunzel	The Snail and The Whale The Pirates Next Door Clean up
<b>English Writing Texts</b>	Naughty Bus, Astro Girl, I want my hat bac, Send for a Superhero.	Beegu, Leo and the Octopus, Stanley’s Stick, Dinosaurs and all that Rubbish	Lost and Found, Yeti and the Bird, Dedaji’s Paintbrush, The Magic Bed

<b>Maths link</b>	Sorting grouping	Currency – money Measuring – capacity and weight	Graphs
<b>Cultural entitlement – including possible visits / visitors</b>	Local walk – looking for seasonal changes Visit from grandparent Victoria and Albert Toy Museum	Visit to London by train Great Fire of London Enrichment Day at school Visit from a Firefighter	Colchester Zoo or wildlife sanctuary Study of non-European country –Shanghai
<b>Cultural diversity link</b>	Childhood in different countries – school and toys	Chinese New Year celebrations in London	Art - Willow patterns
<b>Subject</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Science</b>	<b>Seasonal changes Sensitive bodies Everyday materials</b>	<b>Seasonal changes Everyday materials Comparing animals</b>	<b>Seasonal changes Introduction to plants Investigating science through stories.</b>
<b>Maths</b>  NCETM Prioritisation supplemented with Power Maths and White Rose	<b>Autumn 1</b> Number and place Value <ul style="list-style-type: none"> <li>• Previous Reception experiences and counting within 100</li> </ul>	<b>Spring 1</b> Geometry ( <b>Power Maths Planning and resources to support</b> ) <ul style="list-style-type: none"> <li>• Recognise, compose, decompose and manipulate 2D and 3D shapes</li> </ul> Number and place Value/Addition and Subtraction <ul style="list-style-type: none"> <li>• Numbers 0 to 10</li> </ul>	<b>Summer 1</b> Number and place Value <ul style="list-style-type: none"> <li>• Numbers 0 to 20</li> <li>• Unitising and coin recognition</li> </ul>
	<b>Autumn 2</b> Number and place Value/ Addition and subtraction <ul style="list-style-type: none"> <li>• Comparison of quantities and part-whole relationships</li> <li>• Numbers 0 to 5</li> </ul> Geometry ( <b>Power Maths Planning and resources to support</b> ) <ul style="list-style-type: none"> <li>• Recognise, compose, decompose and manipulate 2D and 3D shapes</li> </ul>	<b>Spring 2</b> Addition and Subtraction <ul style="list-style-type: none"> <li>• Additive structures</li> <li>• Addition and subtraction facts within 10</li> </ul>	<b>Summer 2</b> Measures <ul style="list-style-type: none"> <li>• <b>Position and direction (Power Maths Planning and resources to support)</b></li> <li>• <b>Time (Power Maths Planning and resources to support)</b></li> </ul>
<b>Geography</b> To take place the 1 <sup>st</sup> half of each term.	<b>What is it like here?</b>  <b>Fieldwork</b> – Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	<b>What is the weather like in the UK?</b>  <b>Locational Knowledge</b> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom  <b>Human and Physical</b> - Identify seasonal and daily weather patterns in the United Kingdom	<b>What is it like to live in Shanghai?</b>  <b>Place Knowledge</b> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

<p><b>History</b> To take place the 2nd half of each term.</p>	<p><b>How were toys different in the past?</b> <b>Changes within living memory</b> - Toys</p>	<p><b>What happened during the Great Fire and how do we know?</b> <b>Events beyond living memory</b> – Great Fire of London 1666 Samuel Pepys</p>	<p><b>Why is Mary Seacole so famous today?</b> <b>Lives of significant individuals</b> – Mary Seacole</p>
<p><b>Art &amp; Design</b> To take place the 1<sup>st</sup> half of each term.</p>	<p><b>Year 1</b> Drawing: Kapow Year 1 Unit - Make your mark - observational drawing, mark-making</p>	<p><b>Year 1</b> Sculpture and 3D: Kapow Year 1 Unit - Paper play and sculpture</p>	<p><b>Year 1</b> Painting and mixed media: Kapow Year 1 Unit - Colour splash painting</p>
<p><b>Design Technology</b> To take place the 2<sup>nd</sup> half of each term.</p>	<p><b>Year 1</b> – Kapow Unit - Structures: Constructing windmills</p>	<p><b>Year 1</b> - Kapow Unit - Textiles: Puppets</p>	<p><b>Year 1</b> - Kapow Unit - Cooking and nutrition: Smoothies</p>
<p><b>Music</b> To take place alternate weeks with PSHE</p>	<p><b>Hey You!</b> Old School Hip Hop Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p> <p><b>Rhythm in the Christmas Nativity</b></p>	<p><b>In The Groove</b> Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</p> <p><b>Round And Round</b> Latin Bossa Nova, Film music, Big Band Jazz, Mashup, Latin fusion, Latin American style of music – Countries from around the world. Film music. Historical context of musical styles.</p>	<p><b>Your Imagination</b> Film, Pop, Musicals Using your imagination and creating your own lyrics.</p> <p><b>Reflect, Rewind and Replay</b> Western Classical Music and your choice from Year 1 Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>
<p><b>Computing</b></p>	<p><b>Improving mouse skills and algorithms unplugged.</b></p>	<p><b>Rocket to the moon and programming robots.</b></p>	<p><b>Digital imagery and introduction to data, Online safety</b></p>

<p>Computing slot 1 hour per week in the afternoon. ICT slot 1 morning session per week.</p> <p>Kapow Computing.</p>	<p><b>Online safety</b></p>	<p><b>Online Safety</b></p>	
<p><b>Physical Education Get Set</b></p>	<p><b><u>Autumn 1</u></b> Team Building Fitness</p> <p><b><u>Autumn 2</u></b> Yoga Fundamentals</p>	<p><b><u>Spring 1</u></b> Outdoor -Ball Skills Indoor -Gymnastics</p> <p><b><u>Spring 2</u></b> Outdoor – Sending and Receiving Indoor - Dance</p>	<p><b><u>Summer 1 – outdoor if weather permits</u></b> Invasion Games Target Games</p> <p><b><u>Summer 2 – outdoor if weather permits</u></b> Striking and Fielding Net and Wall games</p>
<p><b>PHSE</b></p> <p>Blocked half termly or alternated with music every other week.</p> <p>TEN:TEN Journey in Love Dot Com and First Aid</p>	<p>Story Sessions: <a href="#">Let the Children Come</a></p> <p>Session 1: <a href="#">God Loves You</a></p> <p>Session 2: <a href="#">Special People</a></p> <p>Session 3: <a href="#">Treat Others Well...</a></p> <p>Session 4: <a href="#">...and Say Sorry</a></p> <p>Session 5: <a href="#">Being Safe</a></p>	<p>Session 1: <a href="#">Good and Bad Secrets</a></p> <p>Session 2: <a href="#">Physical Contact</a></p> <p>Session 3: <a href="#">Harmful Substances</a></p> <p>Session 4: <a href="#">Can You Help Me? (Part 1)</a></p> <p>Session 5: <a href="#">Can You Help Me? (Part 2)</a></p> <p>Session 6: <a href="#">Journey in Love - Physical</a></p>	<p>Session 1: <a href="#">Three In One</a></p> <p>Session 2: <a href="#">Who is My Neighbour?</a></p> <p>Session 3: <a href="#">The Communities We Live In</a></p> <p>Session 4&amp;5: <a href="#">Journey in Love – Social, Emotional and Spiritual</a></p> <p>Session 6: <a href="#">Wellbeing and Relaxation</a></p>