| Year 1 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | |
|---------------------|---|--|--|--|---|---|--|
| Phonics | Monster Phonics programme | | | | | | |
| Writing- Text | We're going to find the Monster - Malorie Blackman Meet The Oceans - Caryl Hart 2 Day Poetry (reciting) | Lost in the Toy Museum - David Lucas Welcome to our World - Moira Butterfield (Not for writing lesson - additional resource for History topic - link to toys for Santa) 1 Week Poetry (Modern) | The Search for the Giant Arctic Jellyfish - Chloe Savage | The Queen Next Door - Marcela Ferreira | NF/Geo: Martha Maps it Out - Leigh Hodgkinson Luna Loves Library Day Joseph Coelo Use Little Red Riding Hood so Luna can read in Library | Look Up! - Nathan Bryon Meet the Planets (Used in History) - Caryl Hart 1 Week Poetry (Classic) | |
| Narrative Outcome | Oral retelling: Sequence pictures and write simple sentences about the story | Retelling: Sequence and retell the story | Setting Description I can see | Character Description about the Queen. GD: contrast of the queen at different points | Retell Little Red Riding Hood for Luna | New Setting Change to local area | |
| Non-fiction Outcome | Writing to Inform: Captions and labels | Writing to Inform: Captions and labels | Postcard (Using vocab from setting to support) | Postcard | Instructions; How to trap a wolf | Writing to argue A persuasive invitation | |
| Maths | See White Rose Maths Curriculum Overview | | | | | | |
| Science | Seasonal Changes | Human Body and Senses | Naming and Describing Materials | Properties and Uses of Materials | Animals (vertebrates) | Identifying Plants and their Parts. | |

| RE | What does it mean to belong to a faith community? | Why does Christmas matter to Christians? | What is the good news Jesus brings? | Why does Easter matter to Christians? | What makes some places sacred? | How should we care for the world and other and why does it matter? |
|------------------------------|--|--|---|---|---|--|
| Geography | All Around the World (Oceans) | | Cold, Cold, Cold (Polar regions) | | What makes me, me? (Tadpole Farm/Swindon) | |
| History | | Toys 20th Century Britain | | Castles / Medieval times 1154 AD - 1485 AD (Medieval) | | The Space Race Significant Individuals |
| Art and Design Technology | Art: Commotion in the Ocean inspired by photographer Tobias Freidrich | DT: Create an upcycled bowl | Art: Jackson Pollock | DT: Sculpture: Clay dragon eyes | Art: Alma Thomas | DT: Cooking focus |
| Computing Purple Mash scheme | Digital literacy Unit 1:1 | Computer science Unit 1:2 | Information technology | Digital literacy Unit 1:9 | Computer science Unit 1:5 | Information technology |
| of work | Online safety and exploring Purple Mash. https://static.purplem ash.com/mashconten t/applications/scheme s of work/computing schemes of work/computing sow yearl u nit 1 1 new/Unit%201. 1%20Online%20Safety %20and%20Exploring% 20Purple%20Mash.pdf | Grouping and sorting. https://static.purplem ash.com/mashconten t/applications/scheme s of work/computing schemes of work/co mputing sow yearl u nit 1 2/Unit%201.2%20 Grouping%20and%20s orting.pdf | Unit 1:3 Pictograms https://static.purplem ash.com/mashconten t/applications/scheme s of work/computing schemes of work/co mputing sow year1 u nit 1 3/Unit%201.3%20 Pictograms.pdf | Technology outside school. https://static.purplem ash.com/mashconten t/applications/scheme s of work/computing schemes of work/computing sow yearl u nit 1 9/Unit%201.9%20 Technology%20Outsid e%20School.pdf | Maze explorers https://static.purplem ash.com/mashconten t/applications/scheme s of work/computing schemes of work/co mputing sow year1 u nit 1 5/Unit%201.5%20- %20Maze%20Explorers, pdf | Unit 1.6 Animated story books https://static.purplem ash.com/mashconten t/applications/scheme s of work/computing schemes of work/co mputing sow year1 u nit 1 6/Unit%201.6%20 Animated%20Story%20 Books.pdf |

24/25 Curriculum Map for Year 1 at Tadpole Farm CEPA

| PSHE | See Jigsaw Overview | |
|------|---------------------|--|
| PE | See PE Overview | |
| MFL | See French Overview | |