








# JEA Year 1 Curriculum Map 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Our Values</b>	<b><u>Resilience</u></b> The ability to bounce back after challenges and tough times.	<b><u>Integrity</u></b> The ability to act in the correct way, even when no one is looking.	<b><u>Democracy</u></b> The ability to allow everyone to have a voice and opinion.	<b><u>Creativity</u></b> The ability to see things and express ourselves in different ways	<b><u>Gratitude</u></b> The ability to focus on the good in our lives and be thankful.	<b><u>Diversity</u></b> The ability to accept and celebrate our differences.
<b>Key Events</b>						
<b>Assessments</b>		Reading Assessment Maths Assessment Writing Moderation		Reading Assessment Maths Assessment Writing Moderation		Reading Assessment Maths Assessment Writing Moderation Phonics Screening


Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <a href="#">Reading</a>	<b>Rosa Parks</b>  <b>This is how we do it</b>  <b>Me on the map</b>  <b>Starting School</b>  <b>Our Senses</b>  <b>Mary Had a Little Lamb</b>  <b>Jack and Jill</b> <i>Schofield and Sims</i> Content domain specific questions and a range of texts touching on real world issues. A range of fiction and non-fiction	<b>Snow Bear</b>  <b>Can't you Sleep Little Bear</b>  <b>Little Red</b>  <b>Three Little Pigs</b>  <i>Schofield and Sims</i> Content domain specific questions and a range of texts touching on real world issues. A range of fiction and non-fiction	<b>Revolting Rhymes</b>  <b>Wolves</b>  <b>The Pet</b>  <i>Schofield and Sims</i> Content domain specific questions and a range of texts touching on real world issues. A range of fiction and non-fiction	<b>Chocolate Cake</b>  <b>Jack and The bean stalk</b>  <b>Chocolate Cake Recipe</b>  <i>Schofield and Sims</i> Content domain specific questions and a range of texts touching on real world issues. A range of fiction and non-fiction	<b>Looking After Rabbits</b>  <b>You can't Take an Elephant on a bus</b>  <b>Plant Facts</b>  <i>Schofield and Sims</i> Content domain specific questions and a range of texts touching on real world issues. A range of fiction and non-fiction	<b>My Two Grannies</b>  <b>Grandad Mandela</b>  <b>Bee Frog</b>  <b>Sea Side Towns</b>  <i>Schofield and Sims</i> Content domain specific questions and a range of texts touching on real world issues. A range of fiction and non-fiction

<p><b>Safeguarding Links</b></p>	<p>Healthy Diet Growing and changing Diversity Respecting differences</p>	<p>Stranger Danger What to do when lost Fears of Darkness Who/what are safe</p>	<p>Fears of Darkness Who/what are safe Celebrating differences</p>	<p>Sleep Habits Personal space Empathy and Respecting needs of others</p>	<p>Water Safety Pool Safety Who /what are safe</p>	<p>What makes a good Friendship Challenging Fears Who/what are safe</p>
 <p>Writing</p>	<p><b>Non-Fiction:</b> Personal Narrative writing: All About Me ( WK1-3)  <b>Fiction:</b> Stories in A Sequence (The Very Hungry Caterpillar)</p>	<p><b>Fiction:</b> Stories in familiar settings: Owl babies <b>Poetry:</b> Types of poems: Shape &amp; Acrostic, identifying rhyme scheme and rhythm.</p>	<p><b>Non-Fiction:</b> Information report:( Animals that hunt at night)</p>	<p><b>Fiction:</b> Stories with predictable refrain ( Peace at last)</p>	<p><b>Non-Fiction:</b> Recount (Planting Recount, link with Science)  <b>Poetry:</b> (Two Feet) writing a rhyming poem following a simple rhyme scheme.</p>	<p><b>Fiction:</b> Chapter Book Novel Study (Frog and Toad are Friends)</p>
<p><b>Safeguarding Links</b></p>	<p>Healthy Diet Growing and changing Diversity Repecting differences</p>	<p>Stranger Danger What to do when lost Fears of Darkness Who/what are safe</p>	<p>Fears of Darkness Who/what are safe Celebrating differences</p>	<p>Sleep Habits Personal space Empathy and Respecting needs of others</p>	<p>Water Safety Pool Safety Who /what are safe</p>	<p>What makes a good Friendship Challenging Fears Who/what are safe</p>
 <p>Spelling</p>	<ul style="list-style-type: none"> <li>• The sounds /f/ and /s/, spelt 'ff' and 'ss' The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'</li> <li>• Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</li> <li>• The sound spelt n before g 'ng'</li> <li>• The sound spelt n before k 'nk'</li> </ul>	<ul style="list-style-type: none"> <li>• The digraphs 'ai' and 'oi' are hardly ever used at the end of English words.</li> <li>• The digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables.</li> <li>• The sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe' (oa is very rare</li> </ul>	<ul style="list-style-type: none"> <li>• The trigraph igh</li> <li>• The vowel digraph 'ar'</li> <li>• The vowel digraph 'er' (unstressed) 'er' (stressed)</li> <li>• The vowel digraph 'ir', 'ur'</li> <li>• Adding -er and -est to adjectives where no change is needed to the root word</li> </ul>	<ul style="list-style-type: none"> <li>• The sound /k/ spelt with 'k' not 'c', before e, i and y</li> <li>• The split vowel digraphs 'a-e' and 'e-e'</li> <li>• The split vowel digraphs 'i-e' 'o-e'</li> <li>• The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'</li> </ul>	<ul style="list-style-type: none"> <li>• The sound /k/ spelt with 'k' not 'c', before e, i and y</li> <li>• The split vowel digraphs 'a-e' and 'e-e'</li> <li>• The split vowel digraphs 'i-e' 'o-e'</li> <li>• The /yoo/ and /oo/ sounds spelt with the split digraph 'u-e'</li> <li>• The vowel digraph 'oo' – very few words</li> </ul>	<ul style="list-style-type: none"> <li>• New consonant spelling 'ph' and 'wh'</li> <li>• Adding the prefix -un without any change to the spelling of the root word</li> <li>• Adding s and es to words</li> <li>• Compound words</li> <li>• Read words with contractions (Word reading - English)</li> </ul>




	<ul style="list-style-type: none"> <li>The sound /ch/ spelt 'ch' The sound /ch/ spelt – 'tch'</li> <li>The sound v The /v/ sound at the end of words spelt with 've'</li> </ul>	<p>at the end of a word)</p> <ul style="list-style-type: none"> <li>The sound /ee/ spelt 'e' and with the vowel digraph 'ee'</li> <li>The vowel digraph 'ea'</li> <li>The vowel digraph 'ie' making the /igh/ and / ee/ sounds</li> </ul>	<ul style="list-style-type: none"> <li>Days of the week/ Common Exception Words</li> </ul>	<ul style="list-style-type: none"> <li>The vowel digraph 'oo' – very few words have oo at the end</li> <li>The sounds/oo/ and /yoo/ spelt with 'ue' 'ew'</li> </ul>	<p>have oo at the end</p> <ul style="list-style-type: none"> <li>The sounds/oo/ and /yoo/ spelt with 'ue' 'ew'</li> </ul>	<ul style="list-style-type: none"> <li>Common Exception Words</li> </ul>
 <p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>Getting Ready To write</li> <li>Capital Letters &amp; punctuation ( full stops)</li> <li>Part of speech- Nouns, Verbs</li> </ul>	<ul style="list-style-type: none"> <li>Types of sentences- questions</li> <li>Part of speech-Nouns, verbs, Adjectives</li> <li>Capital Letters &amp; punctuations ( Question Mark, Full stop)</li> </ul>	<ul style="list-style-type: none"> <li>Types of sentences- Exclamations</li> <li>Part of speech- Adverbs</li> <li>Singular and Plurals</li> <li>Capital Letters &amp; punctuations ( Question Mark, Full stop and exclamation point)</li> <li>Proper Nouns</li> </ul>	<ul style="list-style-type: none"> <li>Types of sentences- run on sentences.</li> <li>Coordinating Conjunctions ( and , but )</li> <li>Word Parts- Suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences</li> <li>Subordinating Conjunctions ( and , but )</li> <li>Circle the part of speech</li> <li>Test taking skills</li> </ul>	<ul style="list-style-type: none"> <li>Scrambled sentences</li> <li>Circle the part of speech</li> <li>Test taking skills</li> </ul>
 <p><b>Maths</b></p>	<p><b>White Rose Math</b></p> <p>Unit 1 – Number – Place Value within 10</p> <p>Unit 2 – Number – Addition and subtraction within 10</p>	<p><b>White Rose Math</b></p> <p>Unit 2 – Number – Addition and subtraction within 10</p> <p>Unit 3 – Geometry – Shape</p>	<p><b>White Rose Math</b></p> <p>Unit 5 – Number – Addition and subtraction within 20</p> <p>Unit 4 – Number – Place Value within 20</p>	<p><b>White Rose Math</b></p> <p>Unit 6 – Number – Place Value within 50; Multiples of 2, 5, 10</p> <p>Unit 7 – Measurement Length and Height</p> <p>Unit 8 – Measurement Weight and Volume</p>	<p><b>White Rose Math</b></p> <p>Unit 9 – Number – Multiplication and division: Multiples of 2, 5, 10</p> <p>Unit 10 – Number – Fractions</p> <p>Unit 11 – Geometry – Position and Direction</p>	<p><b>White Rose Math</b></p> <p>Units 12 – Number – Place Value within 100</p> <p>Unit 13 – Measurement Money</p> <p>Unit 14 – Measurement Time</p>







**Science**

 <b>Science</b>	<p><b>Animals including Humans- Our Senses (Wk4-6)</b>            WS: Performing simple tests</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Identify, name, and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><b>Weather &amp; the World Around us- Autumn</b>            WS: Make observations and ideas to suggest answers to questions</p> <p>Observe changes across the seasons observe and describe weather            (This unit is closely linked to our Geography Unit on Weather and runs through the year)</p>	<p><b>Animal including humans</b>            WS: Identifying and classifying</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p><b>Weather &amp; the World Around us- Winter</b>            WS: Make observations and ideas to suggest answers to questions</p> <p>Observe changes across the seasons observe and describe weather            (This unit is closely linked to our Geography Unit on Weather and runs through the year)</p>	<p><b>Everyday Materials (1)</b>            WS: Observing closely, using simple equipment distinguish between an object and the material from which it is made</p> <p><b>Weather &amp; the World Around us- Spring</b>            WS: Make observations and ideas to suggest answers to questions</p> <p>Observe changes across the seasons observe and describe weather            (This unit is closely linked to our Geography Unit on Weather and runs through the year)</p>	<p><b>Everyday materials (2)</b>            WS: Describe the simple physical properties of a variety of everyday materials</p>	<p><b>Plants (1)</b>            WS: Asking simple questions and recognising that they can be answered in different ways</p> <p>Identify and name a variety of common wild and garden plants.            (Wk 1-4)</p> <p><b>Our Universe/ The world around us- Summer</b>            WS: Make observations and ideas to suggest answers to questions</p> <p>Observe changes across the seasons observe and describe weather            (This unit is closely linked to our Geography Unit on Weather and runs through the year)</p>	<p><b>Plants (2)</b>            WS: Asking simple questions and recognising that they can be answered in different ways</p> <p>Identify and name a variety of common wild and garden plants.</p>
<p><b>Safeguarding Links</b></p>	<p>Keep our bodies clean            Using senses safely            Noise pollution</p>		<p>Animals defend themselves            Keep safe distance</p>	<p>Sense as a scientist – handling equipment safely</p>	<p>Sense as a scientist – handling equipment safely</p>	<p>Sense as a scientist – handling equipment safely</p>

	Air pollution Sense as a scientist – handling equipment safely		Wild vs Tame animals What safe and what is dangerous. Identifying animals and their possible dangers		What safe and what is dangerous. Identifying plants and their possible dangers	Dressing to match the weather. Safety in different seasons.
 <b>History</b>	<b>Significant Individual Rosa Parks (Link Transport)</b> Rosa Parks refused to give up her seat on a bus and changed the rules of American society	<b>Guy Fawkes The Gunpowder Plot</b>	<b>Toys</b> Then and now  Find answers to simple questions about the past from sources of information e.g. artefacts,  Sequence 3 or 4 artefacts from distinctly different periods of time		<b>Transport</b> Slough train and bus station - now and then	
<b>Safeguarding Links</b>	Respect and Equity Who People Around the school	Fire Safety Respecting all religions	Electricity Playing safe	Safety outside school Safety on a trip Safety around water bodies	Road Safety Safety when using transport	Fire Safety Natural Disasters Sun Safety
 <b>Geography</b>	<b>Geography – Local Area (Our School):</b> Mapping skills Weather (Autumn)	<b>Geography</b>  Weather (Winter)	<b>Geography -</b>	<b>Geography – Own Locality :</b> Windsor Castle & River Thames Weather (Spring )	<b>Geography - Weather (Summer)</b>	<b>Geography</b> Seaside Holidays
<b>Safeguarding Links</b>	Safety around strangers Road Safety Water and Canal Safety	How to look after yourself in the different seasons	How to look after yourself in the different seasons	Sun Safety Fire Safety	Water Safety Sun Safety Safety around strangers How to look after yourself in the different seasons	Sun Safety Fire Safety How to look after yourself in the different seasons

 <p style="text-align: center;"><b>Art</b></p>	<p><b>Autumn 1- Drawing Drawing</b> Pupils who are secure will be able to: Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music.</p>	<p><b>Autumn 2- Painting</b> Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to paint. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.</p>	<p><b>Spring 1: Sculpture an 3D paper play</b> Link to Writing Children will : To use a range of materials creatively to design with paper</p>	<p><b>Spring 2: Craft and Design; Woven Wonders</b> Link to Writing Children will : To use a range of materials creatively to design a range of products</p>		
 <p style="text-align: center;"><b>DT</b></p>	<p><b>Autumn 2: Make a Transport Model</b> Science, Foundation Children will : Design a plan for 2 or 4 wheeled vehicle that can carry a load. Determine materials that roll to move the load from point a to b. Determine materials to carry load. Design fixtures to attached materials successfully.</p>		<p><b>Spring 2: Design a Windmill</b> Children will : Given a range of materials students will creatively determine what to use to build a waterproof, windproof and windmill Drawing, or create a prototype sculpture to plan their shelter Create a model of a windmill and test to determine if it is the structure is strong and stable Students will know the three main parts: turbine, axle and structure.</p>		<p><b>Summer 1: Make a smoothie for a day at the beach</b> Links History Geography Children will : Create the recipe and chop fruit and vegetable to make this smoothie Taste and evaluate different food combinations Design the packaging for the smoothie by hand or on ITC software</p>	
<b>Safeguarding Links</b>	Handling equipment safely		Handling equipment safely		Handling equipment safely	
 <p style="text-align: center;"><b>RE</b></p>	<p><b>Hinduism- Diwali</b>  Holy Book- Ramayana Place of worship- mandir Holy place- Ganges river Celebration- Diwali the festival of lights Symbol- Om</p>	<p><b>Judaism- Purim</b>  Holy Book- Torah Place of worship- Synagogue Holy place- Celebration- Purim Symbol- Star of David</p>	<p><b>Christianity- Harvest</b>  Holy Book- Bible Place of worship- Church Holy place- Jerusalem Celebration- Harvest Symbol- Cross</p>	<p><b>Sikhism – Naam Karan</b>  Holy Book- Granth or Granth Sahib Place of worship- Gurudwara Holy place- The Golden Temple Celebration- Naam Karan Symbol-Turban</p>	<p><b>Islam- Milad un Nabi</b>  Holy Book- Quran Place of worship- Masjid Holy place- Mecca Celebration- Milad un Nabi Symbol- Crescent Moon</p>	<p><b>Buddhism- Esala Perahera</b>  Holy Book- Tipitaka Place of worship- mandir Holy place- Ganges river Celebration- Esala Perahera Symbol-</p>

<b>Safeguarding Links</b>	Fireworks Candles Respect for others who are different	Fire safety/ Fireworks Respect for others who are different	Fire safety/ candles Respect for others who are different	Respect for others who are different	Wellbeing – keeping clean Respect for others who are different	Wellbeing – positive thoughts, meditation, breathing, caring for others and the world.
	<u>Being Me in the World</u> I can explain why my class is a happy and safe place to learn.  I can give different examples where I or others make my class happy and safe.	<u>Celebrating Difference</u> I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.  I can explain what bullying is and how being bullied might make somebody feel.	<u>Dreams and Goals</u> I can explain how I feel when I am successful and how this can be celebrated positively.  I can say why my internal treasure chest is an important place to store positive feelings.	<u>Healthy Me</u> I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.  I can give examples where being healthy can help me feel happy.	<u>Relationships</u> I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that don't like.	<u>Changing Me</u> I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.  I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.  I can explain why some changes I might experience might feel better than others
<b>Safeguarding Links</b>	Self image	Being realistic knowing your limits and potential	Responsible eating wellbeing. What are your human rights?	Respect for others who are different	Embracing change Respecting differences	Diversity Respect for others who are different
	<b>GetSet4PE Scheme of Learning</b> PE Teacher: Invasion Class Teacher: Fundamentals (indoor and outdoor)	<b>GetSet4PE Scheme of Learning</b> PE Teacher: Gymnastics  Class Teacher Ball Skills (indoor & outdoor)	<b>GetSet4PE Scheme of Learning</b> PE Teacher: Sending and Receiving  Class Teacher Fitness (indoor and outdoor)	<b>GetSet4PE Scheme of Learning</b> PE Teacher: Striking and Fielding  Class Teacher Target Games (indoor and outdoor)	<b>GetSet4PE Scheme of Learning</b> PE Teacher: Net & Wall  Class Teacher Team Building (indoor and outdoor)	<b>GetSet4PE Scheme of Learning</b> PE Teacher: Athletics  Class Teacher Dance (indoor and outdoor) <b>JEA Sports Week</b>
<b>Safeguarding Links</b>	Handling equipment safely	Handling equipment safely	Handling equipment safely	Handling equipment safely	Handling equipment safely	Handling equipment safely
	Exploring Sounds	Exploring Duration 1	Exploring Pulse and Rhythm 1	Exploring pitch 1 Twenty-first Century	Exploring Instruments and Symbols 1	Exploring Timbre, Tempo and Dynamics 1

 <p><b>Music</b> <a href="#">Musical Families Home Activities</a></p>	The Magic of Reggae	Christmas Pop Songs1	The Sounds of the Eighties	Popular Music 1	Famous Classical Music 1	Famous Classical Music 2
Safeguarding Links	Respecting and using instruments safely Respecting different cultures	Respecting and using instruments safely	Respecting and using instruments safely	Respecting and using instruments safely	Respecting and using instruments safely	Respecting and using instruments safely
 <p><b>Computing</b></p>	<p><b>Technology around us</b> To identify technology</p> <p>I can explain technology as something that helps us I can locate examples of technology in the classroom I can explain how these technology examples help us</p>	<p><b>Using technology</b> To identify a computer and its main parts</p> <p>I can name the main parts of a computer I can switch on and log into a computer I can use a mouse to click and drag</p>	<p><b>Developing mouse skills</b> To use a mouse in different ways</p> <p>I can use a mouse to open a program I can click and drag to make objects on a screen I can use a mouse to create a picture</p>	<p><b>Using a computer keyboard</b> To use a keyboard to type</p> <p>I can tell you that writing on a computer is called typing I can type my name on a computer I can save my work to a file</p>	<p><b>Developing keyboard skills</b> To use the keyboard to edit text</p> <p>I can open my work from a file I can use the arrow keys to move the cursor I can delete letters</p>	<p><b>Using a computer responsibly</b> To create rules for using technology responsibly</p> <p>I can identify rules to keep us safe and healthy when we are using technology in and beyond the home I can give examples of some of these rules I can discuss how we benefit from these rules</p>
Safeguarding Links	Online safety	Asking permission Being safe online confidentiality	Being safe online confidentiality		Being safe online confidentiality	Confidentiality
 <p>Visits/ Visitors</p>		Road Safety Workshop		Windsor Castle		Wolley Firs Nature Reserve
 <p>Additional Learning Links</p>	<p><b>Author Study</b> Roger Hargreaves A.A. Milne Martin Waddell</p>	<p><a href="#">Primary Teaching Resources</a></p>				



