

Long Term Curriculum Map

Year: R and 1

Cycle A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	All about me!	Wonderful Worth!	Toys!	Spring	Explorers	Under the sea
Core Books Fiction: - Owl Babies -The Scarecrows wedding -Pumpkin soup Non-Fiction: -All about families	Fiction: - Owl Babies -The Scarecrows wedding -Pumpkin soup Non-Fiction: -All about families	Fiction: -It was a cold dark night -The Grufallo’s child -The Christmas story Non-Fiction: • Where the poppies now lay	Fiction: -Dogger -Old Bear -Lost in the toy museum Non-Fiction: • Toys past and present	Fiction: -Super worm - The extraordinary gardener -Jasper's beanstalk Non-Fiction: • Lifecycles	Fiction: -We’re going on a bear hunt -The way back home Non-Fiction: • Atlases	Fiction: -Tiddler -The Lighthouse Keepers lunch -Commotion in the ocean Non-Fiction: • Sea animal information texts
English Reading YR These can be taught out of order and can be revisited Guided reading in DEAR time, 1:1 home reading books & within class reading/ comprehension	Reading Early Learning Goals ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. •					
English Reading Y1 These can be taught out of order and can be revisited Guided reading in DEAR time, 1:1 home reading books & within class reading/ comprehension	Reading- Comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Understand both the books they can already read accurately and fluently and those they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. Year 1 - Being encouraged to link what they read or hear read to their own experiences. - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Recognising and joining in with predictable phrases. - Learning to appreciate rhymes and poems, and to recite some by heart. - Discussing word meanings, linking new meanings to those already known. - Discussing the significance of the title and events. - Making inferences on the basis of what is being said and done. - Predicting what might happen on the basis of what has been read so far. - Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them.					
Phonics Yr R	• Set 1 Speed Sounds m, a, s, d, t, i, n, p, g, o, c, k	• Set 1 speed sounds u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk • Applying set 1 sounds	• Introduce Set 2 speed sounds ay,ee,igh,ow,oo, ‘oo’ • Application	• Introduce Set 2 speed sounds ar,or,air,ir,ou,oy • Application	• Recap of all speed sounds and apply Set 1 Set 2	
Phonics Yr 1	• Quick Recap Set 1 speed sounds	• Set 3 Speed Sounds	• Set 3 Speed Sounds	• Alternative spellings	• Recap of all speed sounds and apply Set 1 Set 2 Set 3	

Long Term Curriculum Map

Year: R and 1

	m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk • Recap Set 2 speed sounds ay, ee, igh, ow, oo, 'oo', ar, or, air, ir, ou, oy	ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious, e	ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious, e		Phonics Screening Check – June	
English Writing These can be taught out of order and can be revisited	Writing genre – Narrative • Sentence structure • Story retelling Non-fiction • Recipe • Labelling	Writing genre – Narrative • Descriptive writing (setting and/or character) Writing genre – Poetry • Acrostic Shape poems	Writing genre – Narrative • Real and imaginative • Character, setting, event • Sequence to create chronological plots Writing genre – Non-fiction • Recount	Writing genre – Narrative • Real and imaginative • Fairytales and traditional tales Writing genre – Non-fiction • Instructions. Poetry- Growing poems	Writing genre – Narrative • Humorous Stories • Sequenced to create texts that make sense • Language choices Writing genre - Non- Fiction • Fact file	Writing genre – Non-fiction Writing to persuade • Pamphlets/brochures Writing genre – Poetry Riddles Haikus
SPAG (Y1) These can be taught out of order and can be revisited throughout the year	-Use capital letters for names, days of the week, and "I" -Compose simple sentences orally and in writing - Introduce 'and' to join words and clauses -Build confidence writing short compound sentences -Naming words (nouns) and action words (verbs) · -Begin using adjectives for description -Add suffixes -ed and -ing where no spelling change is needed -Oral use of correct tense in speaking and writing -Prefix un- · Suffixes: -s, -es, -ing, -ed, -er, -est -Compound words (e.g. lunchbox, football) -Sentence demarcation with capitals and full stops - Use of and, simple suffixes - Oral rehearsal and rereading for sense					
Handwriting	Daily Handwriting (10-minute session focus on handwriting, spelling and sentence construction, through dictation) • Spell most of the year 1 EW word list • Write from memory, dictate sentences which include words and punctuation from the KS1 curriculum.					
Maths - Number	Daily morning work based on 5 a day, number of the day, TT Rockstars and the DfE 'Ready to Progress' criteria					
Maths Hub White Rose YR	Place value to 5 Addition and subtraction to 5	Addition and subtraction Shape	Place value to 10 Addition and subtraction	Length and height Mass and volume	Grouping and sharing	Place value to 20 Problem solving and consolidation
Maths Hub White Rose Y1	Place value to 10 Addition and subtraction to 10	Addition and subtraction Shape	Place value to 20 Addition and subtraction	Length and height Mass and volume	Multiplication and division Fractions	Place value to 50 Money Time
Science (Understanding the world- The natural world) PLAN	EYFS- Seasonal change Y1- Forces and Space- Seasonal changes	 Y1-Animals- sensitive bodies	 Y1- Everyday materials	YR- Animal adventures Y1- Animals and comparing animals	EYFS- Our beautiful planet Y1- Introduction to plants	EYFS- I am a scientist Y1-Making connections:
History (Understanding the world- Past and Present) Kapow	EYFS- Peek into the past Y1-How am I making History?		EYFS- Adventures through time Y1-How have toys changed		Y1-How have explorers changed the world?	
Geography (Understanding the world- People, communities and cultures) Kapow		EYFS- Exploring maps Y1- What is it like here?		EYFS- Outdoor adventures Y1-What is the weather like in the UK?		EYFS- Around the world Y1- What is it like to live by the coast
Art		Spirals		Exploring Watercolour		Making Birds

Long Term Curriculum Map

Year: R and 1

(Expressive art and design- Creating with materials) Access Art						
Design Technology (Expressive art and design- Creating with materials) Kapow	EYFS- Junk Modelling Y1-Structures: Stable structures		EYFS- Seasonal projects Y1- Mechanisms: Wheels and axles		EYFS- Cooking Y1- Cooking and nutrition: Smoothies	
Computing Y1 Purple Mash	Introduction to purple mash (3 lessons) Creative computing (4 lessons)	Data explorers (6 lessons)	Animated stories (6 lessons)	Creating and following instructions (4 lessons)	Coding (6 lessons)	Making beats (4 lessons) Technology around us (4 lessons)
Music (Expressive art and design- Being imaginative and expressive) Kapow	EYFS- Exploring sound Y1-My favourite things -Pulse	Celebration music	EYFS-Music and movements Y1-Superheroes -Pitch	EYFS- Musical stories Y1-Fairytails -Sound patterns	EYFS- Transport Y1-Seaside -Dynamics	EYFS- Big band Y1-Under the sea -Musical symbols
PE Team Theme	Multi-Skills	Hockey	Football	Tennis	Tag rugby	Athletics
RE (Understanding the world- People, communities and cultures) Jigsaw	What makes people special Judaism and Christianity	What gifts might Christians in my town have given to Jesus if he had been born here rather than Bethlehem	What makes places special Christianity, Islam and Judaism	What is Easter? Christianity concept: Salvation	Who is God to Jews	Is a Shabbat important to Jewish children?
RSE/PSHE Kapow	YR- Self regulation, my feelings Y1-My healthy self: How can we look after our emotions	YR-Building relationships: Special relationships Y1-Connecting with others: How can I help myself and others feel happy and safe	YR- Managing self- taking on challenges Y1- The online world: How do we spend time online?	YR-Self regulation: Listening and following instructions Y1- Citizenship: How can I help others and the environment	YR- Building relationships: My family and friends Y1- Health protection: How can I protect myself and other in daily life	YR-Managing self: My wellbeing Y1- Staying safe: How can I stay safe?
Additional events/ Trips	-Pumpkin picking	-Nativity performance -Panto	-The Beany toy museum	-Science week -Trip to Quex farm		- Year 1 phonics screening -Strawberry picking -Trip to Deal

Long Term Curriculum Map

Year: R and 1

CYCLE B

Cycle A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	All about me!	Wonderful Worth!	Toys!	Spring	Explorers	Under the sea
Core Books	Fiction: -The colour monster -Peace at last -We’re going on a leaf hunt Non-Fiction: • Seasons come, seasons go	Fiction: - The leaf theif -Stick man -One snowy night Non-Fiction: • Where the poppies now lay	Fiction: - Kippers toy box -Traction man is here! -Harry and his bucket full of Dinosaurs Non-Fiction: • Toys in the past	Fiction: -The tiny seed -The odd egg -Errol’s garden Non-Fiction: • A seed is sleepy	Fiction: -Whatever next! -Beegu Non-Fiction: • Little people, big dreams	Fiction: -The snail and the whale -Somebody swallowed stanley -The storm whale Non-Fiction: • The big book of blue
English Reading YR These can be taught out of order and can be revisited Guided reading in DEAR time, 1:1 home reading books & within class reading/ comprehension	Reading Early Learning Goals ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. •					
English Reading Y1 These can be taught out of order and can be revisited Guided reading in DEAR time, 1:1 home reading books & within class reading/ comprehension	Reading- Comprehension - Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Understand both the books they can already read accurately and fluently and those they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. Year 1 - Being encouraged to link what they read or hear read to their own experiences. - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Recognising and joining in with predictable phrases. - Learning to appreciate rhymes and poems, and to recite some by heart. - Discussing word meanings, linking new meanings to those already known. - Discussing the significance of the title and events. - Making inferences on the basis of what is being said and done. - Predicting what might happen on the basis of what has been read so far. - Participate in discussion about what is read to them, taking turns and listening to what others say. • - Explain clearly their understanding of what is read to them.					
Phonics Yr R	• Set 1 Speed Sounds m, a, s, d, t, i, n, p, g, o, c, k	• Set 1 speed sounds u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk • Applying set 1 sounds	• Introduce Set 2 speed sounds ay,ee,igh,ow,oo, ‘oo’ • Application	• Introduce Set 2 speed sounds ar,or,air,ir,ou,oy • Application	• Recap of all speed sounds and apply Set 1 Set 2	

Long Term Curriculum Map

Year: R and 1

Phonics Yr 1	- Quick Recap Set 1 speed sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk - Recap Set 2 speed sounds ay, ee, igh, ow, oo, 'oo', ar, or, air, ir, ou, oy	Set 3 Speed Sounds ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious, e	Set 3 Speed Sounds ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious/cious, e	Alternative spellings	Recap of all speed sounds and apply Set 1 Set 2 Set 3 Phonics Screening Check – June	
English Writing These can be taught out of order and can be revisited	Writing genre – Narrative Sentence structure. - Labels - Basic non- chronological report - Open questions	Writing genre – Narrative Story sequence Modify well-known stories	Writing genre – Narrative - Re-telling and sequencing of story Writing genre – Non-Fiction - Questions Writing genre – Narrative - Character description	Writing genre – Non-Fiction Writing to inform - Lables - Recipes Writing genre – Poetry List poems	Writing genre – Non-Fiction Writing to inform - Fact file	Writing genre – Narrative Fiction: Stories Writing genre – Non-Fiction Writing to persuade - letter
SPAG (Y1) These can be taught out of order and can be revisited throughout the year	-Use capital letters for names, days of the week, and "I" -Compose simple sentences orally and in writing - Introduce 'and' to join words and clauses -Build confidence writing short compound sentences -Naming words (nouns) and action words (verbs) · -Begin using adjectives for description -Add suffixes -ed and -ing where no spelling change is needed -Oral use of correct tense in speaking and writing -Prefix un- · Suffixes: -s, -es, -ing, -ed, -er, -est -Compound words (e.g. lunchbox, football) -Sentence demarcation with capitals and full stops - Use of and, simple suffixes - Oral rehearsal and rereading for sense					
Handwriting	Daily Handwriting (10-minute session focus on handwriting, spelling and sentence construction, through dictation) - Spell most of the year 1 EW word list - Write from memory, dictate sentences which include words and punctuation from the KS1 curriculum.					
Maths - Number	Daily morning work based on 5 a day, number of the day, TT Rockstars and the DfE 'Ready to Progress' criteria					
Maths Hub White Rose YR	Place value to 5 Addition and subtraction to 5	Addition and subtraction Shape	Place value to 10 Addition and subtraction	Length and height Mass and volume	Grouping and sharing	Place value to 20 Problem solving and consolidation
Maths Hub White Rose Y1	Place value to 10 Addition and subtraction to 10	Addition and subtraction Shape	Place value to 20 Addition and subtraction	Length and height Mass and volume	Multiplication and division Fractions	Place value to 50 Money Time
Science (Understanding the world- The natural world) PLAN	EYFS- Seasonal change Y1- Forces and Space- Seasonal changes	Y1-Animals- sensitive bodies	Y1- Everyday materials	YR- Animal adventures Y1- Animals and comparing animals	EYFS- Our beautiful planet Y1- Introduction to plants	EYFS- I am a scientist Y1-Making connections:
History (Understanding the world- Past and Present) Kapow	EYFS- Peek into the past Y1-How am I making History?		EYFS- Adventures through time Y1-How have toys changed		How have explorers changed the world?	
Geography (Understanding the world- People, communities and cultures) Kapow		EYFS- Exploring maps Y1- What is it like here?		EYFS- Outdoor adventures Y1-What is the weather like in the UK?		EYFS- Around the world Y1- What is it like to live by the coast
Art		Explore and draw		Music and art		Expressive painting

Long Term Curriculum Map

Year: R and 1

(Expressive art and design- Creating with materials) Access Art						
Design Technology (Expressive art and design- Creating with materials) Kapow	EYFS- Junk Modelling Y1-Structures: Stable structures		EYFS- Seasonal projects Y1- Mechanisms: Wheels and axles		EYFS- Cooking Y1- Cooking and nutrition: Smoothies	
Computing Y1 Purple Mash	Introduction to purple mash (3 lessons) Creative computing (4 lessons)	Data explorers (6 lessons)	Animated stories (6 lessons)	Creating and following instructions (4 lessons)	Coding (6 lessons)	Making beats (4 lessons) Technology around us (4 lessons)
Music (Expressive art and design- Being imaginative and expressive) Kapow	EYFS- Exploring sound Y1-My favourite things -Pulse	Celebration music	EYFS-Music and movements Y1-Superhereos -Pitch	EYFS- Musical stories Y1-Fairytails -Sound patterns	EYFS- Transport Y1-Seaside -Dynamics	EYFS- Big band Y1-Under the sea -Musical symbols
PE Team Theme	Multiskills,	Ball skills- throwing and catching	Dance	Gymnastics	Pre skills- netball	Athletics
RE (Understanding the world- People, communities and cultures) Jigsaw	What do Christians believe about God?	What is Christmas? Christianity concept: Incarnation	Celebrations Sanatana Dharma, Mixed Worldviews	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	What can we learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What do Humanists believe? ?
RSE/PSHE Kapow	YR- Self regulation, my feelings Y1-My healthy self: How can we look after our emotions	YR-Building relationships: Special relationships Y1-Connecting with others: How can I help myself and others feel happy and safe	YR- Managing self- taking on challenges Y1- The online world: How do we spend time online?	YR-Self regulation: Listening and following instructions Y1- Citizenship: How can I help others and the environment	YR- Building relationships: My family and friends Y1- Health protection: How can I protect myself and other in daily life	YR-Managing self: My wellbeing Y1- Staying safe: How can I stay safe?
Additional events/ Trips	-Pumpkin picking	-Nativity performance -Panto	-The Beany toy museum	-Science week -Trip to Quex farm		- Year 1 phonics screening -Strawberry picking -Trip to Deal