



# The Learning Challenge

# Curriculum

2024-2025

Year 1 Autumn term



Class: Butterfly



## Autumn Term Curriculum Map Year 1

	Autumn 1 Explorers (Exploring My school)	Autumn 2 Great Explorers (Exploring the world)
English	<ul style="list-style-type: none"><li>• Non-fiction – Labels, lists and captions</li><li>• Poetry - Rhymes, songs, classic nursery rhymes</li></ul>	<ul style="list-style-type: none"><li>• Composing and writing simple sentences</li><li>• Stories in familiar settings</li></ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths</p>	<p><b>Place value within 10</b></p> <ol style="list-style-type: none"> <li>1. Sorting objects</li> <li>2. Counting objects</li> <li>3. Representing objects</li> <li>4. Recognising numbers as words</li> <li>5. Counting on</li> <li>6. One more</li> <li>7. Counting backwards within 10</li> <li>8. One less</li> <li>9. Comparing groups</li> <li>10. Greater than, less than, equal to</li> <li>11. Comparing numbers</li> <li>12. Ordering numbers and objects</li> <li>13. Understanding a number line.</li> </ol> <p><b>Addition and subtraction within 10</b></p> <ol style="list-style-type: none"> <li>1. Part and whole model</li> <li>2. Writing number sentences</li> <li>3. Addition facts</li> <li>4. Number bonds within and to 10</li> <li>5. Addition</li> <li>6. Finding parts</li> <li>7. Subtraction</li> </ol> <p><b>shape</b></p> <ol style="list-style-type: none"> <li>1. Recognising and naming 3D shapes</li> <li>2. Sorting 3D shapes</li> <li>3. Patterns with 2D and 3D shapes</li> </ol> <p><i>Ongoing fluency, reasoning and problem solving</i></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p><b>The human body. Biology</b></p> <ol style="list-style-type: none"> <li>1. Identify and name parts of the human body</li> <li>2. Draw and label parts of the human body</li> </ol>

3. Understanding sight
4. Understanding sound
5. Understanding taste
6. Understanding touch
7. Understanding smell

**Seasonal change. Biology**

1. Changes in autumn
2. Collecting and recording data.

**Materials. Chemistry**

1. Exploring wood, plastic, glass, and metal
2. Exploring rock
3. Melting and freezing
4. Floating and sinking
5. Materials that absorb water
6. Investigating materials.

**Seasonal change. Biology**

1. Changes in winter
2. Collecting and recording data.

**New and Old**

1. Place events onto a timeline

What is a timeline? What is chronological order? Place 3 objects related to school in chronological order. Use pictures of the school before it was Maltese Road, during construction, and now.

**Understanding chronology**

2. Understanding a significant person.

Our families. How do they shape who we are. **Explaining historical significance / understanding cause and consequence.**

3. Comparing past and present.

Identify past and present areas of the school. Answer questions using artefacts and pictures. **Interpreting sources and evidence**

4. Understand how things change.

Identify old and new things in a picture (linked to photos of school then and now). Experience school life in the past (life in Reception Class/preschool) **Describing change and continuity**

5. Compare reception to year 1.

Give examples of things that are different this year compared to last year. **Identifying similarity and difference.**

**Great Explorers**

**significant individuals in the past who have contributed to national and international achievements Looking at Robert Falcon Scott and Henry the Navigator.**

1. Place events onto a timeline

Place the start and end date of the expedition onto a timeline. **Understanding chronology**

2. Understanding a significant person.

How has Robert Falcon Scott and Henry the navigator contributed to national and international achievements? **Explaining historical significance**

3. Carry out research about a famous person

Research Robert Falcon Scott and find out how and why the expedition ended and what they took. <https://www.bbc.co.uk/teach/class-clips-video/ks2-robert-falcon-scott/zdhdgwx> **Explaining the historical significance.**

4. Use artefacts to piece together what the expedition was like.

Use pictures and books to discuss what the weather was like on the expeditions. **Interpreting sources and evidence.**

5. Compare how the explorers travelled in the Antarctic compared to how explorers travelled in Africa.

Look at how they travelled to and around Antarctic compared to how we travel now. **Describing change and continuity/identifying similarities and differences.**

**Knowing where I am**

1. Name and locate the UK.  
Use an atlas and a map to find the UK. Locate Maltese Road on a map. **Locational knowledge/Map Skills**
2. Use geographical language to describe features of a place.  
Label a diagram using geographical vocabulary, explore the local area to identify both the built and natural environment. Express their own views on these environments; say what they do and do not like.  
**Human/physical geography**
3. Geographical enquiry  
Ask and answer simple geographical questions, eg, what type of buildings are in the road where the school is? Go on a walk and comment on the physical/human features. **Fieldwork**  
**Human/Physical features**
4. Following directions  
Create a map of the school from a birds eye view. Follow and give instructions to get from the classroom to the playground (left, right, up, down, forwards, backwards). **Map skills**
5. Creating a geographical survey  
Use simple observation skills of the school and its grounds, use a map and other images to talk about our journey to school and where we live. **Map skills/Fieldwork**

Who has explored where?

1. Name and locate significant places in the world.  
Use an atlas and a map to find Africa, the North pole and the South pole. **Location and Place Knowledge/Map skills**
2. Discuss similarities between the physical geography of Africa and the Antarctic.  
Use our knowledge to discuss the temperature differences between significant places. Explain the features of a cold and hot climate (desert, ice caps). What people need to wear if they live in a hot /cold country and what types of houses they live in (igloo)  
**Human/ Physical geography**
3. Geographical enquiry  
Ask and answer simple geographical questions, eg, what type of transport would be used in the extremely cold places? What would eb used in extremely hot places?  
**Human/Physical features**
4. Creating a geographical survey  
Create a survey that shows the changes in the daily weather patterns over a week.  
**Fieldwork**

Computing	<p><b>Basic computer skills (No Purple Mash Unit)</b></p> <ol style="list-style-type: none"> <li>1. To login to a computer confidently</li> <li>2. To login to Purple Mash confidently</li> <li>3. To use the trackpad accurately</li> <li>4. To use a mouse accurately</li> </ol> <p><b>Online safety &amp; exploring Purple Mash - Purple Mash Unit 1.1</b></p> <ol style="list-style-type: none"> <li>5. To login safely and understand why that is important</li> <li>6. To learn how to find saved work on Purple Mash</li> <li>7. To become familiar with the resources available in the Topics section of Purple Mash</li> <li>8. To explore the Tools and Games area of Purple Mash</li> <li>9. To understand the importance of logging out</li> </ol>
Design & Technology	<p>Biscuits or a snack for a journey (fruit sticks) (Explorers)</p> <p><b>Designing, Making, Evaluating and technical knowledge including Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>• describe the texture of foods</li> <li>• cutting skills</li> <li>• wash their hands and make sure that surfaces are clean</li> <li>• think of interesting ways of decorating food they have made</li> <li>• Assemble or cook ingredients</li> </ul>
Art	<p><b>Colours and objects found in nature (school ground)</b> eg leaves, pine cones, branches</p> <p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>• explore ideas from first hand observation, experience and imagination</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Begin to explore the use of line, shape and colour</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Mix and match colours to artefacts and objects</li> <li>• Mix paint to make secondary colours of orange, green</li> <li>• Paint using the colour brown</li> <li>• Recognise patterns in the environment</li> </ul>

**Charanga Scheme Hey You (Old School Hip Hop)****Listen & Appraise**

- To know 5 songs off by heart
- To know and recognise the sound and names of some of the instruments they use.

**Dimensions of music**

- Learn about voices, singing notes of different pitches (high and low)

**Singing**

- Start and stop singing when following a leader.
- Sing or rap five songs from memory and sing them in unison

**Playing**

- Treat instruments carefully and with respect.
- Play a tuned instrumental part that matches their musical challenge
- Listen to and follow musical instructions from a leader.

**Improvisation**

- Make up a tune on the spot.
- Listen to, copy and clap back rhythms and then improvise their own

**Composition**

- Understand that composing is like writing a story with music

**Performance**

- Understand that a performance is sharing music with other people, called an audience and understand how to be a good audience when listening to a performance

**Listen & Appraise**

- To know 5 songs off by heart
- To know and recognise the sound and names of some of the instruments they use.
- enjoy moving to music by dancing, marching, being animals or pop stars

**Dimensions of music**

- Learn about voices, singing notes of different pitches (high and low)

**Singing**

- Sing or rap five songs from memory and sing them in unison

**Playing**

- Learn the names of the notes in their instrumental part from memory or when written down
- Learn the names of the instruments they are playing

**Improvisation**

- Using voices and instruments, listen and copy back, then improvise own answers
- Take turns to improvise using one or two notes on a tuned instrument

**Composition**

- Help to create a simple melody using one, two or three notes
- Learn how the notes of the composition can be written down and changed if necessary

**Performance**

- Perform a song they have learnt and say how it made them feel
- Add their ideas to a performance

P.E	<p><b>Gymnastic</b></p> <ul style="list-style-type: none"> <li>• make their body tense, relaxed, curled and stretched</li> <li>• control their body when travelling, balancing</li> <li>• copy sequences and repeat them</li> <li>• roll, travel, balance in different ways</li> <li>• climb safely</li> <li>• stretch and curl in different ways</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>• Master basic movements (developing balance, agility and co-ordination)</li> <li>• Perform dances using simple movement patterns.</li> </ul> <p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>• be confident and safe in the spaces used to play games.</li> <li>• Explore and use skills, actions and ideas individually and in combination to suit the game they are playing</li> <li>• Choose and use skills effectively for particular games</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>• Participate in team games (developing simple tactics for attacking and defending)</li> </ul>	<p><b>Dance – linked to KS1 performance</b></p> <ul style="list-style-type: none"> <li>• move to music copy dance moves</li> <li>• perform some dance moves</li> <li>• make up a short dance</li> <li>• move around the space safely</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>• Master basic movements (developing balance, agility and co-ordination)</li> <li>• Perform dances using simple movement patterns.</li> </ul> <p><b>Hockey skills</b></p> <ul style="list-style-type: none"> <li>• Develop dribbling skills</li> <li>• move and stop safely</li> <li>• Be confident and safe in the spaces used to play games.</li> <li>• Explore and use skills, actions and ideas individually and in combination to suit the game they are playing</li> <li>• Choose and use skills effectively for particular games</li> </ul> <p><u>NC Skills</u></p> <ul style="list-style-type: none"> <li>• Master basic movements (running, agility and co-ordination)</li> <li>• Participate in team games (developing simple tactics for attacking and defending)</li> </ul>
P.E	<p><b>What do my senses tell me about the world? <i>Philosophy</i></b></p> <ol style="list-style-type: none"> <li>1. Explore and compare items using my senses</li> <li>2. Identify religious artefacts and discuss what they represent</li> <li>3. Explain how and why artefacts are used in worship</li> <li>4. Design and create a sensory experience</li> </ol>	<p>How does a celebration bring us together? <i>Human and social science</i></p> <ol style="list-style-type: none"> <li>1. Describe the events of Christmas and Eid</li> <li>2. Discuss and compare how Christians celebrate Christmas</li> <li>3. Explain how Muslims celebrate Eid</li> <li>4. Investigate how a Christian community comes together for Christmas</li> <li>5. Compare and contrast how different celebrations bring a community together</li> </ol>

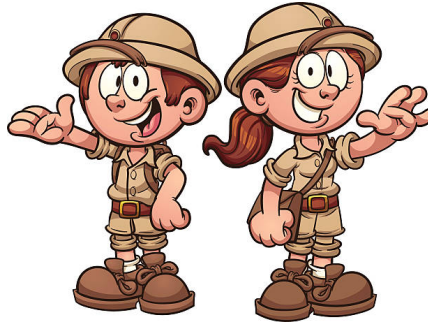
**Being me in my world**

1. I feel special and safe in my classroom
2. I understand the rights and responsibilities as a member of my class
3. I know my views are valued
4. I can recognise the choices I make and understand consequences
5. I understand my rights and responsibilities.

**Celebrating differences**

1. I can identify similarities between people in my class
2. I can identify differences between people in my class
3. I can tell you what bullying is
4. I know some people who I could talk to if I was feeling unhappy or being bullies
5. I know how to make new friends
6. I can tell you some ways I am different from my friends

# Explorers

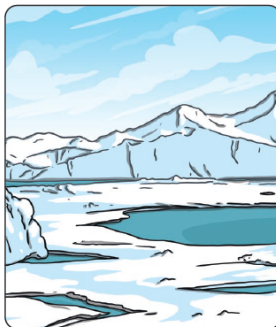


## Significant Explorers

KS1

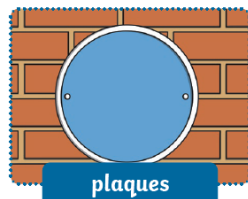
### Key Vocabulary

<b>achievement</b>	An <b>achievement</b> is something challenging that a person does well.
<b>astronaut</b>	A person who is trained to travel in space.
<b>equipment</b>	Objects that are needed for an activity, such as exploring.
<b>expedition</b>	A journey taken for a reason, such as exploring somewhere or something.
<b>explorer</b>	Someone who goes on a journey to find out about somewhere or something new.
<b>polar</b>	<b>Polar</b> describes anything about (or near) the North Pole or South Pole.
<b>significant</b>	Important and worth knowing about.



### Remembering Significant People

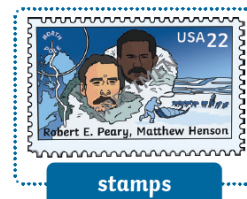
**Significant** people are people who have made important **achievements**. They are often remembered in different ways.



plaques



monuments



stamps

ship

map

rucksack

igloo

sledge

compass

explorer

discover

ocean

iceberg

icicle

blizzard

binoculars

continent

expedition

voyage

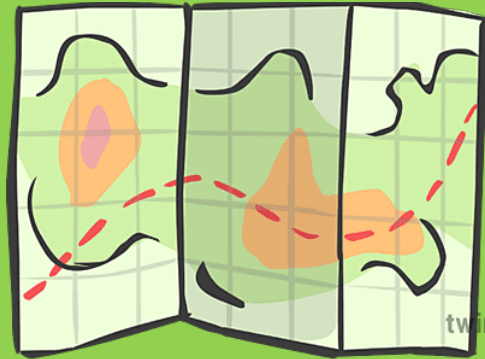
# temperature

## Ship



A large boat that can carry passengers or goods for long distances over water.

# map



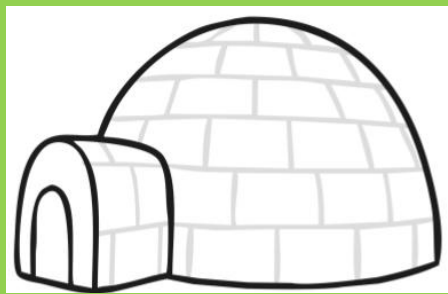
A drawing of the Earth's surface to show where things are.

# rucksack



A bag that is strapped to the back with two shoulder straps.

# igloo



A house made of blocks of snow and shaped like a dome.

# sledge



An object used for travelling over snow and ice.

# compass



A tool used for finding directions (North, East, South and West).

# explorer



A person who travels to places that are not known about to find out what is there.

# discover



To find out about something for the first time.

# ocean



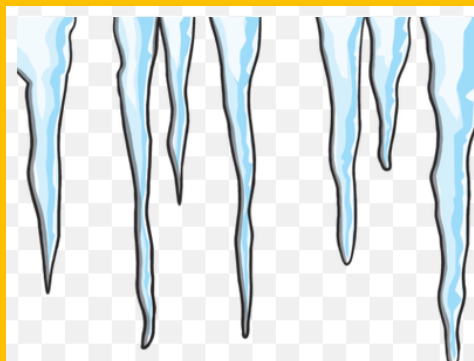
A large area of salt water.

# iceberg



A large chunk of ice floating in the ocean.

icicle



A long, pointed piece of ice formed by freezing dripping water.

# blizzard



A powerful snowstorm with cold weather, strong winds and a lot of blowing snow.

# binoculars



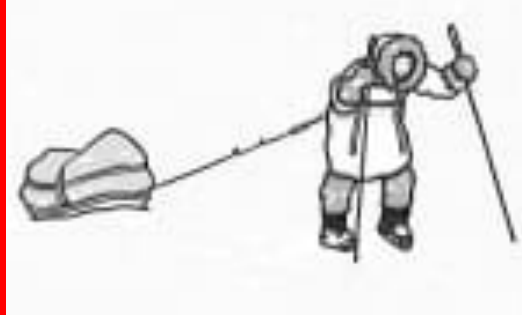
A tool that lets people see far-away things more clearly.

# continent



A large, solid area of land. The Earth has 7 continents.

# expedition



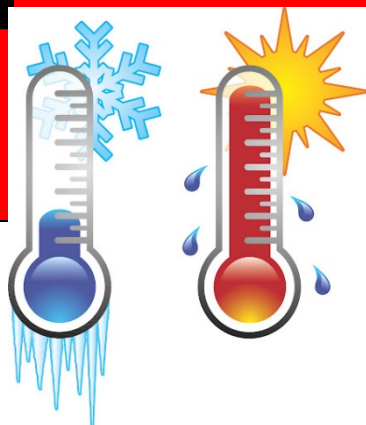
A long journey for a particular reason.

# voyage



A long trip to a distant place.

temperature



How hot or cold something is.

