



The Learning Challenge

Curriculum

2026-2027

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	1. Non-fiction - Labels, lists and captions 2. Poetry - Rhymes, songs, classic nursery rhymes	1. Composing and writing simple sentences 2. Stories in familiar settings

Place value within 10

1. Sorting objects
2. Counting objects
3. Representing objects
4. Recognising numbers as words
5. Counting on
6. One more
7. Counting backwards within 10
8. One less
9. Comparing groups
10. Greater than, less than, equal to
11. Comparing numbers
12. Ordering numbers and objects
13. Understanding a number line.

Addition and subtraction within 10

1. Part and whole model
2. Writing number sentences
3. Addition facts
4. Number bonds within and to 10
5. Addition
6. Finding parts
7. Subtraction

shape

1. Recognising and naming 3D shapes
2. Sorting 3D shapes
3. Patterns with 2D and 3D shapes

	<i>Ongoing fluency, reasoning and problem solving</i>
Science	The human body. Biology 1. Identify and name parts of the human body 2. Draw and label parts of the human body 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/zdhdgw> **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?

• 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**

• 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**

• Geographical enquiry

Ask and answer simple geographical questions, eg, what type of transport would be used in the extremely cold places? What would be used in extremely hot places? **Human/Physical features**

• Creating a geographical survey

Create a survey that shows the changes in the daily weather patterns over a week. **Fieldwork**

Computing	Graphics (No Purple Mash unit) <u>Images</u> 1. Capture images with a camera/iPad 2. Use a painting program to create a representation and simple patterns. Doodle Buddy; Paint <u>Sound/music</u> 1. Record and play back sounds, understanding that sound can be stored and played back. Voice recorder; Audacity Basic computer skills (No Purple Mash Unit) 1. To login to a computer confidently 2. To login to Purple Mash confidently 3. To use the trackpad accurately 4. To use a mouse accurately
Design & Technology	Designing, Making, Evaluating and technical knowledge including Cooking and Nutrition 1. Explore the local environment, including the school grounds and surrounding areas and collect natural materials for a real-life nature artwork. 2. Revisit Andy Goldsworthy's artwork and use sketchbooks to design a large nature sculpture. 3. Use collected natural materials to create a large-scale nature piece. 4. Evaluate the final piece in sketchbooks and display photographs of the finished product

Colours and objects found in nature - Andy Goldsworthy**Painting**

1. Mix paint to make secondary colours
2. Mix and match colours to artefacts and objects
3. Paint using the colour brown
4. Recognise patterns in the environment
5. Research the focus artist in sketchbooks and add labels.
6. Go on a nature walk and take photos using iPads of objects found in nature, such as leaves, pine cones, and trees.
7. Using photos from previous lessons, create a nature collage by selecting, cutting, and sticking materials.
8. Continue and complete the collage from the previous lesson.

Music	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	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
-------	---	--

	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	
P.E	Gymnastic - make their body tense, relaxed, curled and stretched - control their body when travelling, balancing - copy sequences and repeat them - roll, travel, balance in different ways - climb safely - stretch and curl in different ways <u>NC Skills</u> - Master basic movements (developing balance, agility and co-ordination) - Perform dances using simple movement patterns. Tag Rugby - be confident and safe in the spaces used to play games. - Explore and use skills, actions and ideas individually and in combination to suit the game they are playing - Choose and use skills effectively for particular games <u>NC Skills</u>	Dance - linked to KS1 performance - move to music copy dance moves - perform some dance moves - make up a short dance - move around the space safely <u>NC Skills</u> - Master basic movements (developing balance, agility and co-ordination) - Perform dances using simple movement patterns. Hockey skills - Develop dribbling skills - move and stop safely - Be confident and safe in the spaces used to play games. - Explore and use skills, actions and ideas individually and in combination to suit the game they are playing - Choose and use skills effectively for particular games <u>NC Skills</u> - Master basic movements (running, agility and co-ordination) - Participate in team games (developing simple tactics for attacking and defending)

	Participate in team games (developing simple tactics for attacking and defending)	
R.E	Friendship - Who are my friends? - How can I be a good friend? - The wind and the moon (Buddhism) - The deer and the cow (Hinduism) - David and Jonah (Christianity) 12 special friends (Christianity)	Gifts and giving - What is Eid Al-Fitr? - How is Eid Al-Fitr celebrated? - Eid Al-Fitr presents - What is Christmas? - How is Christmas celebrated? - Christmas presents

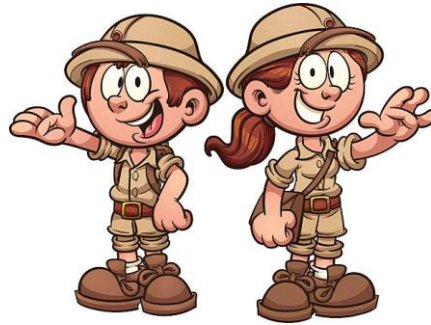
What is the same and different about us?

1. I To know that everyone is equal regardless of similarities and differences.
2. To know that everyone is unique and has special qualities.
3. To know the special people in our lives and how we care for one another.
4. To know how we change as we grow.
5. NSPCC PANTS

Who is special to us?

1. To learn about what makes a family.
2. To learn about different types of families.

Explorers

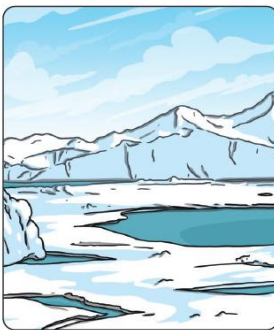


Significant Explorers

KS1

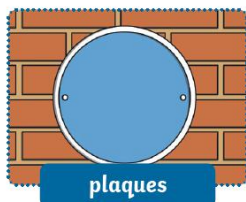
Key Vocabulary

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

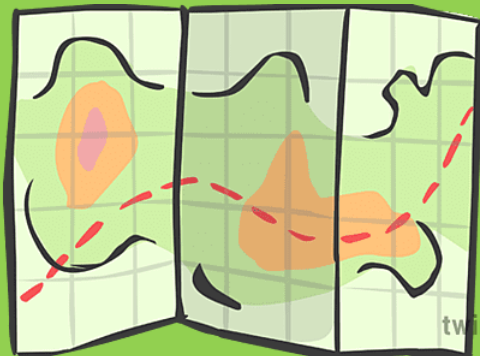
temperature

ship



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

map



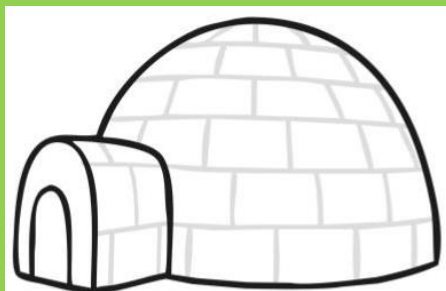
A drawing of the Earth's surface to show where things are.

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



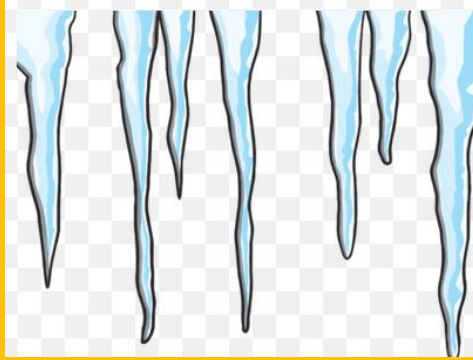
A large area of salt water.

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



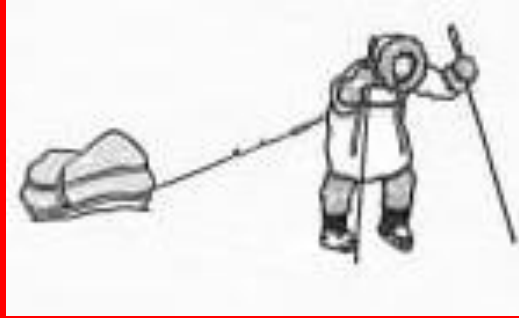
A tool that lets people see far-away things more clearly.

continent



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

expedition



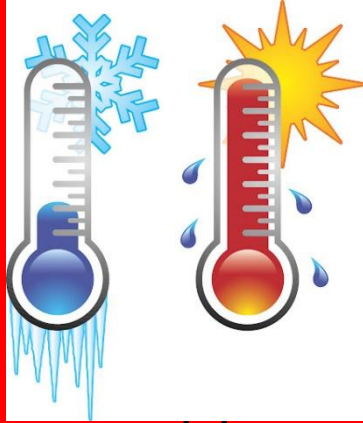
A long journey for a particular reason.

voyage



A long trip to a distant place.

temperature



How hot or cold something is.