



Tickhill Estfeld Primary School Curriculum Map - Year 1 2025-2026

Year	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
PSHCE and Well-being	Being Me in My World 'Who am I and where do I fit?'	Celebrating Difference Respect for similarities and differences. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Hive Theme	Marvellous Me	Special Delivery	Our Wonderful World		Amazing Animals	Secrets of the Wild
Topic focus for Year 1	Myself and my senses, where I live	Toys from the past What are Toys Made From	Animals and countries in the Arctic Circle.	Paddington Bear and London Landmarks	Life in an African village and African animals	The British Woodland, animals, habitats, native trees and fairies
Visits and Special Events	Walk around the local area around our school Visitor to school - Homes in the past	Christmas Production	YWP - Polar Bear session Parent session - The Giant Arctic Jellyfish Multi skills visit to STW	Alpaca visit to school	Phonics Screening Check	Visit to Austerfield Study Centre
Careers focus	Jobs Local to me Estfeld Farm Local shops	Toy restorer Museum curator Designer	Explorer - Roald Amundsen Animal care - YWP Geologist	Nurse/Doctors Postal worker Author - Michael Bond	Agricultural worker Wildlife Ranger	Woodlands Trust Worker Wildlife Biologist
Book Focus						
Additional Key texts to share linking to topic, PSHCE or interest.	Koala who Could Super Duper You The Three Little Pigs House for Sale (ORT) New House (ORT) Building a Home A Place called Home Home	Old Bear Paper Dolls Terrific Toys in the Past That's not my books Pumpkin soup Little robin red vest	The Lion inside Bumblebear Lost and found	Books in the Paddington Series The Runaway Pea Monkey Puzzle Oi Get off my Train!	I am Brown Squirrels who Squabbled Mama Panya's Pancakes The Ugly Five	Koala who could Leaf Man The Enchanted Wood - Enid Blyton
English - Contexts for Reading and Writing	Discussion Text - Colour Monster talking about how we feel and how we can manage our feelings. BFG - Roald Dahl Day The Three Little Pigs - re telling a traditional tale. Its not a box - Sentence Structure Non Chronological - adding labels to diagrams showing what makes them	Non Chronological report - Writing about Dogger with adjectives Poetry - Creating and performing poetry about a robin using descriptive language and based on the 'That's not my books'	Explanation text - Fact File about Snowy Owl. Discussion text - Penguin by Polly Dunbar, Non Chronological report - Writing about the arctic circle and labelling diagrams. Poetry - Acrostic Arctic Poem.	Discussion text - Letter to Aunt Lucy from Paddington recounting his arrival in London. Recount of the visit from Alpacas. Non Chronological information text- comparison on countries London/Peru. London Landmarks.	Discussion texts - Handa's Surprise. Changing the story to make it personalised narrative with British fruits and animals. Explanation texts - Comparison between animals and fruits in Africa and England. Poetry - Animal riddles	Non Chronological - labelled pictures of fairies and their habitats. Explanation text - linked to science work based on camouflage and habitats. Instructions- How to catch a fairy. Poetry - Rhyming fairy poem

	<p>Creating a house brochure for a house that is for sale based on the ORT book House for Sale.</p> <p>Description - Use of adjectives to describe their own house.</p> <p>Colourful semantics - Sentence structure linked to The Three Little Pigs</p> <p>Poetry - Free Verse - All about me</p>					
Reading Skills Focus (on-going throughout the year)	<p>Introduce 'Pawsome Reading Gang' - Rex Retriever, Inference Iggy, Sequencing Suki, Vocabulary Victor, Predicting Pip</p> <p>Vocabulary - Recognises familiar words in simple texts. Links new words to words that they already know. Establish meaning when reading simple texts. Re-reads some sentences with expression, re reads to enhance phrasing and clarify precise meaning. Is aware of need to establish meaning in own reading e.g. 'What does it mean?' Shows curiosity about new words across the curriculum.</p> <p>Retrieval - Verbally explains their understanding of stories and information that is read to them. Answers simple questions about what has just happened. Recognises that additional information can be contained in illustrations and diagrams. Finds specific information in simple texts. Finds a part of the text they find enjoyable or interesting.</p> <p>Prediction- Predicts next work, sentences or action. Predicts what might happen on the next page. Recognises and joins in with predictable phrases. Comments on links with own life experiences, other books, stories known through film etc.</p> <p>Summarising/Sequencing - Recalls stories that are read to them and retells them accurately. Explains facts they have learned from non-fiction books that are read to them. Talks about the main characters, settings and events in stories. Retells main elements of simple texts they have read for themselves.</p> <p>Inference - Notices relationships between one text and another based on characters' actions. Confidently infers characters feeling at different points in a story and links to own experiences. Expresses additional understanding from illustrations. In discussion with the teacher , makes simple inferences or deductions based on the actions or words or characters.</p>					
Phonics and Spelling Floppy's Phonics (see Floppy's Phonics Pathway)	<p>Revision of Oxford Level 2 and Level 3 sounds.</p> <p>Letter names alongside sounds through the alphabet.</p> <p>Spelling - Helpful words from Level 2 and 3</p> <p>Number words 1-5. Use of apostrophe in 'It's' and 'don't'</p>	<p>Oxford Level 4</p> <p>Letter names alongside sounds through the alphabet.</p> <p>Spelling - Helpful words from Level 4</p>	<p>Oxford Level 5 - alternative spellings for phonemes.</p> <p>Spelling - Helpful words from Level 5</p>	<p>Oxford Level 5 - alternative spellings for phonemes.</p> <p>Spelling - Helpful words from Level 5</p>	<p>Oxford Level 5 - alternative spellings for phonemes.</p> <p>Spelling - Helpful words from Level 5</p>	<p>Oxford Level 5 - alternative spellings for phonemes.</p> <p>Spelling - CEW for Year 1</p>
Grammar and Punctuation	<p>Leave spaces between words of a consistent size.</p> <p>Discuss the use of apostrophe in 'It's' and 'don't'.</p> <p>Adding -er as a suffix</p> <p>Joining words to make sentences.</p> <p>Write a simple sentence starting with a noun/proper noun</p> <p>Write a simple sentence starting with a personal pronoun</p> <p>Finish the sentence with a full stop</p> <p>Use a regular simple-past-tense verb in a sentence:</p> <p>He walked to school.</p> <p>First person (I and we), second person (you) and third person (he, she)</p>	<p>Punctuate sentences using a capital letter and full stop,</p> <p>Adding -ed as suffix for past tense.</p> <p>To orally use simple co-ordinating conjunctions:</p> <p>and, but to connect clauses</p> <p>Write a compound sentence using the coordinating conjunction "and"</p> <p>Use connectives of sequence: first, second, then</p> <p>Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have":</p> <p>I/you/we have</p> <p>he/she has</p> <p>I/you/we do</p> <p>he/she does</p> <p>I am</p> <p>you/we are</p> <p>he/she is</p> <p>Write a sentence that includes an adjective</p>	<p>Adding -ing,er,ed,est as a suffix.</p> <p>Using a capital letters for names of people, places and the days of the week.</p> <p>Using verbs and nouns</p> <p>Use capital letters for proper nouns (people and places)</p> <p>Use a capital letter for "I"</p> <p>Start sentences with a capital letter</p> <p>Use capital letters for days of the week</p> <p>Separate words with spaces</p>	<p>Verbs and nouns</p> <p>Plural noun suffixes adding -s, -es</p> <p>Use exclamation marks</p>	<p>Use question marks and exclamation marks to punctuate a sentence.</p> <p>Use of adjectives.</p> <p>Orally devise alliteration:</p> <p>a cool cat</p> <p>a sneaky snake</p> <p>Prepositions:</p> <p>up, down, in, into, out, to, onto, under, inside, outside, above</p> <p>Similes:</p> <p>as big as an elephant</p>	<p>Adding suffixes</p> <p>Adding the prefix -un</p> <p>Comparative and superlative adjectives, adding, "-er" and "-est" to regular adjectives:</p> <p>fast - faster - fastest</p> <p>Choose a specific noun: "Alsatian" rather than "dog"</p> <p>Use noun phrases: adjective + noun</p>
Handwriting	<p>Paper, Pressure, Posture, sitting correctly, writing on a line,</p> <p>Full name/forming numbers</p> <p>Distinguish between d and b</p> <p>Form lower case letters correctly, starting in the correct place.</p> <p>Discuss ascenders and descenders.</p>	<p>Introduction of handwriting paper to show clearly where letters should sit on a line focus on ascenders and descenders and their position.</p>	<p>Use handwriting paper to practise all lower-case letters. Correct capital letter formation.</p>	<p>Use handwriting paper to practise all lower-case letters. Correct capital letter formation and sizing compared to lower case letters.</p>	<p>Use handwriting paper to practise all lower-case letters. Correct capital letter formation and sizing compared to lower case letters</p>	<p>Use handwriting paper to practise spellings.</p>

<p>Mathematics</p>	<p>Number and place value Numbers within 10 Sort objects to 10 Count objects to 10 Count objects from a group of 10 Represent up to 10 objects Represent numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare number Order objects and numbers The number line Addition and subtraction within 10 Introducing part and wholes (single objects) Parts and whole (groups of objects) Write number sentences Fact families- addition facts. Geometry Shape Recognise and name 3d shapes Sort 3d shapes Recognise and name 2d shapes Sort 2d shapes Makes patterns with 2d and 3d shapes</p>	<p>Addition and subtraction within 10 Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition - add together Addition add more Addition problems Finding a part Subtraction - find a part Subtraction find a part Fact families - the eight facts Subtraction - takeaway Subtraction on a number line Add or subtract 1 or 2 Geometry Shape Recognise and name 3d shapes Sort 3d shapes Recognise and name 2d shapes Sort 2d shapes Makes patterns with 2d and 3d shapes</p>	<p>Place Value within 20 Count within 20 Understand 10 Understand 11,12,13 Understand 14,15,16 Understand 17,18,19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 Measurement - Length and Height Compare lengths and height Measure length using objects Measure length in centimetres</p>	<p>Number and place value Within 50 One more and one less Compare objects within 50 Compare numbers within 50 Order numbers within 50 Count in 2s ad 5s Measurement Length and Height Weight and Volume Compare length and height Measure length (non standard) Using a ruler Measure length Solve length addition and subtraction problems Weight and Mass Measure mass Compare mass Weight and mass problems Capacity and volume Measure capacity Compare capacity</p>	<p>Number Multiplication and Division Count in 2s,5s,10s Make equal groups Add equal groups Make arrays Make doubles Number Fractions Making a half Making a whole Finding a half Find half of a quantity Making a quarter Finding a quarter Geometry Position and Direction Describe turns Describe position</p>	<p>Number place value within 100 Counting to 100 making 10s Counting forwards and backwards within 100 Partitioning numbers Comparing numbers Ordering numbers One more and one less Measurement Money and Time Recognising coins Recognising notes Counting in coins Before and after Dates Time to the hour Time to the half hour Writing time Comparing time</p>
<p>Science Seasonal Changes ongoing throughout the year.</p>	<p>Animals (including humans) Identify, name, draw and label the basic parts of the human body and say which part of our bodies are associated with each sense. Four Seasons Everyday Materials Describe the simple physical properties of everyday materials around the classroom and the home. Identify and name a variety of everyday materials including wood, plastic glass, metal, water and rock. What are houses made of? What would you like your house to be made from and why?</p>	<p>Everyday Materials What are toys made of and why? Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic glass, metal, water and rock Describe the simple physical properties of everyday materials used in toys. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Explore a variety of toys and design our own.</p>	<p>Animals (including humans) Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals that live in the Arctic Circle. How do these animals survive there? Look at adaptation and habitat. Conduct the blubber experiment to see how the layer of blubber keeps animals warm in freezing conditions. Seasonal Changes Observe changes across the 4 seasons in England. Compare the season length in England to that in the Arctic circle. Discuss daylight light hours during these seasons in the Arctic. Observe and describe weather associated with the seasons.</p>		<p>Animals (including humans) Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals focus on animals native to Africa and the story Handa's surprise. Look at British wildlife and identify and name a variety of animals native to our country. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)</p>	<p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Wild flower hunt around the school field. Tree identification around the school and how trees look throughout the seasons. Identify and describe the basic structure of a variety of common flowering plants, including plants. Coloured carnation experiment. Life cycle of a fairy</p>
<p>Computing</p>	<p>Technology around us</p>	<p>Digital Painting</p>	<p>Digital writing</p>	<p>Grouping Data</p>	<p>Moving Robots</p>	<p>Introduction to animation</p>
<p>Design and Technology</p>	<p>3d structures Build a house exploring how it can be made stronger, stiffer and stable in order to stand independently. Children to select their own resources from a variety available to design and make their own house.</p>	<p>Sewing Children to make their own sewing. Selecting fabric, thread, buttons etc. Construct a picture from simple 2d shapes and stitch together.</p>		<p>Paper folding Make a Paddington bear using the art of origami. Moving Parts Design a London scene with a moving Paddington. Children to add</p>	<p>Cooking Research and taste a variety of fruits. Understand where fruit comes from linked to Handa's surprise. Design a fruit salad and practise a variety of cutting and fruit preparation skills. Make a</p>	<p>Clay Children to use clay and natural materials they have foraged for to create a tree boggart.</p>

				a sliding function to Paddington to make him move across the scene.	fruit salad and evaluate the product.	
<p>History</p> <p>Organisation and communication Communicate knowledge through: Discussion</p>	<p>Chronological understanding Use common words and phrases related to the passage of time. How people and events we study fit into a chronological timeline. Knowledge and understanding of events, people and places in the past Identify similarities and differences between ways of life in different time periods. Look at houses and lifestyles from the 1960s. Compare furniture choices, lifestyle etc to what we have now. Using Art and DT make a 1960s inspired wallpaper print for the home. Consider food, clothes, daily life, toys. Neil Armstrong - moon landing 1969. Historical Enquiry Interview a family relative who lived in the 1960's (living memory) to find out about how life was different. Significant events, music etc. Discover some ways we find out about the past and ways in which it is presented.</p>	<p>Chronological understanding Time line of toys and how toys have changed over the years, link to modern technology and computer games - sequence from the oldest to the newest.</p>	<p>Knowledge and understanding of events, people and places in the past Compare the life of Inuits in the past and now. How has life changed for them and how they live? Research the explorer Roald Amundsen and his journey to the Arctic Circle. Chronological understanding Look at a timeline of other explorers of the Arctic.</p>	<p>Knowledge and understanding of events, people and places in the past How did Paddington get his boots? 1970's (living memory) link to local knowledge of Shirley and Eddie Clarkson making boots for Paddington Bear. History of the Railway?</p>		
<p>Geography</p>	<p>Geographical Skills and fieldwork Children to look at their house in relation to school and Tickhill. Local walk around the school to identify different styles and features of houses. Look at the journey we have made on an ariel map. Discuss locality of villages around school (relevant to children). Use terminology village, town, rural.</p>		<p>Locational Knowledge Identify the 7 countries that make up the Arctic Circle and talk about the Arctic Ocean surrounding this area. Place knowledge Understand the differences between where we live and the way of the Inuit live. Identify key features of these locations and use relevant terminology. Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom and the Arctic. Compare the pattern of seasons and day light in these 2 places.</p>	<p>Locational knowledge Name, locate and identify London as the Capital City of United Kingdom. Identify South America (Peru) Place knowledge Identify the key features of a location in order to say if it is a city, town, village, coastal or rural area. Identify London Landmarks: Tower Bridge, Buckingham palace, Big Ben, London Eye, River Thames etc. Identify features of Peru - Rainforest, Machu Piccu, Andes Mountains. Compare the landscape and features of Peru and London. Geographical skills and fieldwork Early map work - plan views - use plan perspectives to recognise landmarks and basic physical features. Use locational and directional language (near, far, left, right) to describe the location of features on a map. Aerial photographs compared to maps of local area. Use aerial photographs to recognise landmarks and physical features in the local area. Follow a route of a local walk on a simple map.</p>	<p>Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom and Africa. Compare key features of the 2 countries using relevant terminology. Place knowledge Identify the key features of a location in order to say if it is a city, town, village, coastal or rural area. Focus on the African village in Handa's surprise. Look at other African villages to ensure children see they are not all rural.</p>	<p>Human and Physical Geography Identify features of our school field on our nature walk - compare to that of the Woodland at the fairy sanctuary. Geographical skills and fieldwork Understand how a compass works and what each of the compass points relates to Devise a simple imaginary map of a woodland using features we have identified in our studies, trees, pond, hill, lake, river etc. Use simple compass directions and locational and directional language to orally describe the location of features.</p>

				Use fieldwork to observe, measure and record the human and physical features in the local area.			
RE	C1.1 What does it mean to belong a community of belief? (Pathway 1)		C1.2 How are symbols used to welcome new life? (Pathway 2)			C1.3 How can we make good choices? (Pathway 3)	
Music	<p>Improvise and Compose Participate in creating a dramatic group performance using kitchen themed props. Compose music to march to using tuned and untuned percussion. Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols</p> <p>Sing and Play Sing a cumulative song from memory, remembering the order of the verses Play classroom instruments on the beat. Copy a leader in a call and response song, show the shape of the pitch moving with actions, and sing using mi-re-do. Sing a unison song rhythmically and in tune. Play percussion instruments expressively, representing the character of their composition.</p> <p>Listen and Appraise Listen and move in time to the song. Respond to musical characteristics through movement. Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). Listen to 'Aquarium', reflecting the character of the music through movement.</p>		<p>Improvise and Compose Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). Compose musical sound effects and short sequences of sounds in response to a stimulus. Improvise question and answer conversations using percussion instruments.</p> <p>Sing and Play Chant together rhythmically, marking rests accurately. Play a simple ostinato on untuned percussion Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. Sing a simple singing game, adding actions to show a developing sense of beat. Create, interpret, and perform simple graphic scores.</p> <p>Listen and Appraise Recognise the difference between a pattern with notes (pitched) and without (unpitched). Listen actively by responding to musical signals and musical themes using appropriate movement. Create a musical movement picture. Recognise how graphic symbols can represent sound.</p>		<p>Improvise and Compose Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. Attempt to record compositions with stick and other notations.</p> <p>Sing and Play Create musical phrases from new word rhythms that children invent. Perform actions to music, reinforcing a sense of beat. Sing and chant songs and rhymes expressively. Sing either part of a call and-response song. Play the response sections on tuned percussion using the correct beater hold. Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p> <p>Listen and Appraise Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. Develop awareness of duration and the ability to move slowly to music. Create art work, drawing freely and imaginatively in response to a piece of music. Listen and copy rhythm patterns. Listen and copy call and response patterns on voices and instruments.</p>		
PE	Athletics	Dance	Gymnastics	Sending and Receiving	Ball Skills	Target Games	
Art	Drawing	Self portrait using pencil sketching and shading. Use half a photograph of the face to provide a guide of position. Observational Drawing - Picture of their house.	Toys - Observation drawing of a teddy and other toys.	Observational drawings - Draw an arctic animal. Looking at patterns on Owls, fish.	Pencil sketch of Paddington and his suitcase. Drawing 3D	Observational drawings -fruits- use of pencil for shade and texture Observations drawings - animal print patters	Observational drawing - Symetrical Fairy wings with chalk. Drawing - Bird houses 3D
	Painting	Colour mixing - Colour monster	Water colour Teddy		Water colours - to paint a picture of Paddington	Creating an ombre effect using different shades for an African sunset.	
	Printmaking and collage	60's Wallpaper printing using bold colours and large stamps	Robin collages using different materials for different effects linked to 'That's not my'	Norther lights pastel smudging.			Leaf and bark rubbing Fairy House Collage
	Textiles	Sewing - 4 Seasons Calendar - running stitch		Sewing - Polar Bear -		Weaving a basket like the one in Handa's story. Which materials are best?	
	Sculpture/3D	Making a 3d structure of their house.		Pine Cone - Snowy Owl			Clay - making sculptures of natural things
	Artists	Andy Warhol - Pop Art			Akira Yoshizawa - Origami master		Andy Goldsworthy.