



# John Hampden Primary School Curriculum Map 2024 - 2025

## Year 1 Long Term Overview

Autumn Term PSHE Theme		Spring Term PSHE Theme		Summer Term PSHE Theme	
BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	DREAMS & GOALS	HEALTHY ME	RELATIONSHIPS	CHANGING ME
<b>Belonging</b> <b>Responsibility</b> <b>Rights</b>	<b>Inclusion</b> <b>Respect</b> <b>Acceptance</b>	<b>Self-Belief</b> <b>Aspiration</b> <b>Challenge</b>	<b>Balance</b> <b>Keeping Safe</b> <b>Self Esteem</b>	<b>Tolerance</b> <b>Choice</b> <b>Conflict Resolution</b>	<b>Independence</b> <b>Resilience</b> <b>Looking Forward</b>
<b>Autumn 1</b> Around My World	<b>Autumn 2</b> History of Toys	<b>Spring 1</b> What a Wonderful World	<b>Spring 2</b> Castles	<b>Summer 1</b> How does my garden grow?	<b>Summer 2</b> Nurses
<div style="display: flex; flex-wrap: wrap;">   </div> <div style="display: flex; flex-wrap: wrap;">  </div> <p><b>Class Reader</b> The Perfect Fit Along Came A Different Mixed A selection of picture books</p>  <p><b>Shared Text:</b> Super Milly and the Super School Day Superhero Like You</p>	<div style="display: flex; flex-wrap: wrap;">   </div> <p><b>Class Reader:</b> Mixed Anna Hibiscus</p> <div style="display: flex; flex-wrap: wrap;">   </div> <p><b>Shared Text:</b> The Paper Dolls Oi Frog</p>	<div style="display: flex; flex-wrap: wrap;">  </div> <p><b>Class Reader:</b> Mrs Pepperpot Stories</p> <div style="display: flex; flex-wrap: wrap;">   </div> <p><b>Shared Text:</b> Lost and Found Grandad's Island</p>	<div style="display: flex; flex-wrap: wrap;">  </div> <p><b>Class Reader</b> Treasury of Fairy Tales</p> <div style="display: flex; flex-wrap: wrap;">   </div> <p><b>Shared Text:</b> Castle The Castle The King Built</p>	<div style="display: flex; flex-wrap: wrap;">  </div> <p><b>Class Reader</b> The Owl Who Was Afraid of the Dark</p> <div style="display: flex; flex-wrap: wrap;">   </div> <p><b>Shared Text:</b> Wild The Little Gardener</p>	<div style="display: flex; flex-wrap: wrap;">  </div> <p><b>Class Reader</b> Rabbit and Bear Series</p> <div style="display: flex; flex-wrap: wrap;">   </div> <div style="display: flex; flex-wrap: wrap;">  </div> <p><b>Shared Text</b> The Life of Florence Nightingale Hoorah for Mary Seacole Ada Twist, Scientist</p>

<p><b>PSHE Outcomes:</b> A special and safe classroom environment Belonging Achievements and feeling proud Rewards and consequences Our Learning Charter Zones of Regulation</p>	<p><b>PSHE Outcomes:</b> Recognising that everyone has similarities and differences Understand 'bullying' and know how to deal with it Making new friends Understand differences make us special and unique</p>	<p><b>PSHE Outcomes:</b> Setting goals Achieving new goals Working well with others Identifying and overcoming obstacles Celebrating success</p>	<p><b>PSHE Outcomes:</b> Healthy lifestyle choices Keeping myself safe Asking the right people for help Being a good friend Dealing with tricky situations Amazing me and how to look after myself</p>	<p><b>PSHE Outcomes:</b> Family diversity Being a good friend Appropriate contact when meeting friends People who support us Knowing myself and how to be a good friend Celebrating special relationships</p>	<p><b>PSHE Outcomes:</b> Life cycles of animals and humans Personal change over time Understand and respect changes in themselves and other people Coping with change</p>
<p><b>Topic overview:</b> To learn about the school setting and community. Explore the 'The Hampden Way' and think about how class rules help us to feel safe and enable us to learn.</p>	<p><b>Topic overview:</b> Research the history of toys, in the past, to help find out about toys of today and also toys within our own families.</p>	<p><b>Topic overview:</b> Learn about the continents and oceans of the world. Use examples of travel and exploration to inspire dreams and goals.</p>	<p><b>Topic overview:</b> Learn about rights and responsibilities. Compare life in the past in a castle to my own life. Explore how events in history have an impact on the local area.</p>	<p><b>Topic overview:</b> Prepare healthy foods and find out how these help us to build a healthy lifestyle. Learn how to keep safe at home and on the road.</p>	<p><b>Topic overview:</b> Explore the role of a significant person from history and think about how the changes they made affect our lives today.</p>
<p><b>Experiential Learning:</b> Continuous Provision for social and emotional development – Around My World  Now Press Play: On-line Safety</p>	<p><b>Experiential Learning:</b> Christmas church service Toy Experience Day  Now Press Play: Toys</p>	<p><b>Experiential Learning:</b> Now Press Play: Materials  Big School Bird Watch</p>	<p><b>Experiential Learning:</b> Easter Experience St Mary's  Now Press Play: Castles</p>	<p><b>Experiential Learning:</b> Trip to National Trust Property  Now Press Play: Plants/Seasons</p>	<p><b>Experiential Learning:</b> Florence Nightingale Experience Day  Now Press Play: Mary Nightingale/Mary Seacole</p>
<p><b>Writing Opportunities:</b> Letter Formation Sentence Building Super Hero Job Advert Write about what you want to be when you grow up!</p>	<p><b>Writing Opportunities:</b> Letter Formation Sentence Building Character Description Rhyming Poetry</p>	<p><b>Writing Opportunities:</b> Retellings Advice Letter Instructions Setting description</p>	<p><b>Writing Opportunities:</b> Facts about the parts of a castle or castle life  Easter Kennings Poetry</p>	<p><b>Writing Opportunities:</b> Narrative based on a garden adventure</p>	<p><b>Writing Opportunities:</b> Information text about Florence Nightingale Character description</p>
<p><b>Maths:</b> Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape</p>		<p><b>Maths:</b> Number: Place Value (within 20) Number: Addition and Subtraction (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume</p>		<p><b>Maths:</b> Number: Multiplication and Division Number: Fractions Geometry: position and direction Number: Place Value (within 100) Measurement: money Time</p>	

<p><b>Science:</b> <b>Animals including humans</b> Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Sort animals into groups, thinking about their features. Sort animals into herbivores, carnivores and omnivores. Sort animals into mammals, reptiles and amphibians, birds and fish</p>	<p><b>Science:</b> <b>Seasonal Changes</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>Science:</b> <b>Materials</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>Science:</b> <b>Seasons and Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe changes across the four seasons</p>	<p><b>Science:</b> <b>Seasons and Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe changes across the four seasons</p>	<p><b>Science:</b> <b>The Human Body</b> 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><b>ICT / Computing:</b> On-line safety (Now Press Play)  Grouping and Sorting</p>	<p><b>ICT / Computing:</b> Pictograms  Lego Builders</p>	<p><b>ICT / Computing:</b> Maze Explorers</p>	<p><b>ICT / Computing:</b> Animated story books</p>	<p><b>ICT / Computing:</b> Coding  Pictograms</p>	<p><b>ICT / Computing:</b> Technology outside school  Spreadsheets</p>
<p><b>Geography:</b> <b>Local area: where do we go to school?</b> Talk about JHS and different places in its buildings and grounds. Find the features of my school grounds on an aerial photograph and map. Make a list of people who work at JHS and interview some of them to find out more about their job. Use locational language to describe where things are. Use geographical vocabulary to identify seasonal signs in the school grounds.</p>	<p><b>History:</b> <b>Toys</b> Identify toys that are old and toys that are new. Explore what toys were like at different times in the past and what materials they were made from. Compare how toys are different and analyse how these have changed over time. Find out about what toys our parents and grandparents played with.</p>	<p><b>Geography:</b> <b>Continents and oceans: What we can find out about the world?</b> Use globes, atlases, maps, satellite images and geographical vocabulary to describe Earth. Understand that a map is a 2D model. Know what is meant by the terms continent, ocean, mountain and river. Name the Earth's continents and oceans. Locate global examples of mountains, rivers and landmarks. Locate the UK in the world.</p>	<p><b>History:</b> <b>Castles</b> Find out about who built the first castles in Britain. Identify the different structures of castles. Explore who lived in castles during Medieval times. Compare aspects of life in different periods. Find out about the significance of castles as their purpose changed and as weapons became more efficient. Explore the history of Oxford Castle and the impact it had on the local area.</p>	<p><b>Geography:</b> <b>Seasons, maps and routes, special places</b> Devise a map and use and construct basic symbols in a key. Use aerial photographs, plan perspectives, fieldwork and observational skills to study key human and physical features of John Hampden Primary, Elm's Park and their immediate surroundings. Use vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance locational awareness.</p>	<p><b>History:</b> <b>Nurses</b> State when Florence Nightingale (FN) lived and explain the expectations of women in Victorian times. Explore how FN travelled to Scutari hospital and explain what the journey would have been like. Describe how conditions at Scutari hospital changed under FN's influence. Explain why FN became famous and how she has contributed to the development of nursing over time. Compare the experience of Mary Seacole to that of FN. Explore Mary Seacole's heritage and how she faced discrimination.</p>
<p><b>Art:</b> <b>Exploring watercolours</b> How can we use the properties of watercolour to make experimental images?</p>	<p><b>D&amp;T</b> <b>Sliders and Levers</b> Explore a range of existing books and everyday products that use simple sliders and levers.</p>	<p><b>Art:</b> <b>Simple Print Making</b> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry</p>	<p><b>D&amp;T:</b> <b>Free Standing Structures</b> Explore playground structures and equipment. Devise a plan to create a structure which is strong, stable and fit for purpose.</p>	<p><b>Art</b> <b>Inspired by Flora and Fauna</b> Introduce the idea that art can be inspired by flora and fauna. Explore artists such as Henri Rousseau, Erin Anfinson and Jan Van Kessel. Use graphite, oil, pastel and collage techniques.</p>	<p><b>D&amp;T</b> <b>Preparing Fruit and Vegetables</b> Explore common fruit and vegetables. Design an appealing dish (fruit kebab). Use simple utensils and equipment safely.</p>

<p><b>RE:</b> Christianity The Creation Story What do Christians believe about God?</p>	<p><b>RE:</b> Christianity What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p>	<p><b>RE:</b> Judaism Who is God to the Jews?</p>	<p><b>RE:</b> Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p><b>RE:</b> Judaism Is Shabbat important to Jewish children?</p>	<p><b>RE:</b> Judaism Does visiting the synagogue help Jewish children feel closer to God?</p>
<p><b>PE:</b> <b>Jasmine- Real PE</b> Coordination-Footwork Static Balance- One Leg and working on <b>Personal Skills</b>.</p> <p><b>Getset4PE -Fitness</b> Ball Skills</p>	<p><b>PE:</b> <b>Jasmine- Real PE</b> Dynamic Balance to Agility- Jumping and Landing Static Balance- Seated and working on <b>Social Skills</b></p> <p><b>Getset4PE – Target Games and Invasion</b> Throwing, passing and defending a ball</p>	<p><b>PE:</b> <b>Jasmine – Real PE</b> Dynamic Balance-On a Line Static Balance- Stance and working on <b>cognitive Skills</b></p> <p><b>Getset4PE - Gymnastics</b> Basic skills of jumping, rolling, balancing and travelling</p>	<p><b>PE:</b> <b>Jasmine -Real PE</b> Coordination- Ball Skills Counterbalance with a partner and working on <b>Creative Skills</b></p> <p><b>Getset4PE – Dance</b> Explore travelling actions, movement skills and balancing. Copy and repeat actions linking them together to make short dance phrases</p>	<p><b>PE:</b> <b>Jasmine – Real PE</b> Co-ordination- Sending and Receiving Agility –Reaction and Response and working on <b>Physical Skills</b></p> <p><b>Getset4PE – Athletics</b> Develop skills such as running at different speeds, changing direction, jumping and throwing</p>	<p><b>PE:</b> <b>Jasmine – Real PE</b> Agility – Ball Chasing Static Balance- Floor Work and working on <b>Health and Fitness</b></p> <p><b>Getset4 PE - Teambuilding</b> Develop communication and problem-solving skills. Work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other.</p> <p>Sports Day Preparation</p>
<p><b>Music:</b> I will sing nursery rhymes, alphabet, and number songs. I will use instruments to repeat simple rhythms. Compose rhythm sequences and play these loudly and quietly. I will find out about instruments around the world. I will play some non-tuned instruments to keep the beat.</p>	<p><b>Music:</b> I will listen to high quality music as we hear some medieval Gregorian chants and compare them with Tudor music and find out what this music was used for. I will find out the difference between a beat and a rhythm. I will use my voice creatively by singing songs in preparation for our Christmas celebrations.</p>	<p><b>Music:</b> I will compose and accompany a story using non tuned instruments and environmental resources. I will use my voice expressively and creatively by singing songs.</p>	<p><b>Music:</b> I will create simple graphic scores to represent percussion instrument sounds linked to Arts week. I will use my voice expressively and creatively by singing songs in our Easter celebration.</p>	<p><b>Music:</b> I will listen with concentration and understanding to a range of high-quality live and recorded music. Learn how instruments are played and the different sounds they make, understanding that timbre describe the character and quality of the sound. I will explore musical instruments from the past and learn old fashioned nursery rhymes and skipping songs.</p>	<p><b>Music:</b> I will use my voice expressively and creatively by singing songs. I can compose and create a musical score.</p>
<p><b>Emotional Literacy:</b> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p><b>Emotional Literacy: Similarities and differences</b> Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p><b>Emotional Literacy:</b> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming</p>	<p><b>Emotional Literacy:</b> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p><b>Emotional Literacy:</b> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself</p>	<p><b>Emotional Literacy:</b> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning</p>

		obstacles Feelings of success		Celebrating special relationships	Coping with change Transition
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