



## Juniper Hill School

### CURRICULUM MAP OVERVIEW YEAR 1 – 2025- 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p><b>Retell</b></p> <p>Say a sentence starting with a time word</p> <p>Write a sentence starting with a time word and ending with a full stop</p> <p>Use finger spaces between words</p> <p>Say a sentence starting with an opener</p> <p>Write a sentence starting with an opener and ending with a full stop</p> <p>Sit letters on the line</p> <p>Write tall and short letters</p> <p>Read aloud what has been written.</p>	<p><b>Retell</b></p> <p>Say a sentence starting with an opener</p> <p>Write a sentence starting with an opener and ending with a full stop</p> <p>Say a sentence starting with a time word (time adverb) or/and an opener</p> <p>Write a sentence starting with a time word and an opener and end with a full stop</p> <p>Read aloud what has been written and check that it makes sense</p>	<p><b>Retell</b></p> <p>Say an exciting exclamation sentence (suddenly, quickly, as quick as a flash)</p> <p>Write an exciting exclamation sentence (suddenly, quickly, as quick as a flash) ending with an exclamation mark</p> <p>Begin to use adjectives to describe a noun.</p> <p>Sit letters on the line</p> <p>Write tall and short letters</p> <p>Suffixes: 'ed', 'ing'</p>	<p><b>Retell</b></p> <p><b>Acrostic Poems</b></p> <p><b>Recount</b></p> <p>Write sentences containing adjectives to describe a noun</p> <p>Write sentences in the first person (using I/we)</p> <p>Say a question sentence starting with will or what</p> <p>Begin to write a question sentence starting with will or what ending with a question mark</p> <p>Write tall, short and hanging letters</p> <p>Suffixes: 'ed', 'ing' 'est' 'er'</p> <p>Nouns: common nouns introducing proper nouns</p>	<p><b>Retell</b></p> <p><b>Instructions</b></p> <p><b>Recount</b></p> <p>Write sentences containing adjectives to describe a noun</p> <p>Begin to use adverbs to describe a verb in a sentence</p> <p>Begin to use a variety of suffixes in a sentence</p> <p>Join words using 'and'</p> <p>Write sentences using 'and' to join clauses</p> <p>Use correct punctuation for exciting openers e.g. Suddenly...!</p> <p>For question openers e.g. What...? Will...?</p> <p>Begin to use capital letters for names of people, places and days of the week</p> <p>Write tall, short and hanging letters.</p>	<p><b>Retell</b></p> <p><b>Instructions</b></p> <p><b>Riddles</b></p> <p><b>Non-Chronological Reports</b></p> <p><b>Letters</b></p> <p>Write sentences using a variety of sentence starters</p> <p>Write sentences using 'and' and a third person opener to join clauses</p> <p>Use capital letters for names of people, places and days of the week</p> <p>Consistently form tall, short &amp; hanging letters correctly.</p> <p>Write sentences using exciting openers and questions correctly punctuated.</p> <p>Use suffixes and prefixes.</p>

				NER - Reading Assessment		NER - Reading Assessment
<b>Maths</b> White Rose Maths	One More & One less Comparing objects & numbers using symbols Ordering numbers Part-Whole model Number Bonds to ten	Addition Subtraction 2D & 3D shape Numbers to twenty (Place value - tens and ones) Comparing & ordering numbers Word problems	Odds & Evens Add & subtract across ten Ordinal numbers Halving Quarters Numbers to fifty	Addition & Subtraction missing numbers Counting in 2s & 5s. Length & Height Non-standard & standard Money Time	Arrays – Multiplication Sharing – Division Recap halves & Quarters Weight & Mass Capacity & Volume Money & Length 3D shapes	Place value within 100 Comparing & ordering numbers within 100 Multiplication Doubling, division & Fact families Position / direction Counting within and above 100
<b>Science</b>	<b>Humans.</b> Name, identify, draw and label the basic parts of the human body. Identify which part of the body is associated with each sense.  <b>AUTUMN</b> <b>Seasonal changes</b> Identify, read, write and name the four seasons. Identify weather associated to each season. How day length varies	<b>Seasonal Changes</b> Focus on weather patterns and changes throughout the year.  Working Scientifically Using their observations & ideas to suggest answers to questions Gathering & recording data to help in answering questions – weather charts	<b>Seasonal Changes</b> WINTER <b>Seasonal changes</b> Identify, read, write and name the four seasons. Identify weather associated to each season. How day length varies.	<b>Plants</b> Identify and name common plants including garden and wild flowers; deciduous and evergreen trees; describe the structure of different plants.  <b>Seasonal Changes</b> SPRING Seasonal changes Identify, read, write and name the four seasons. Identify weather associated to each season. How day length varies.  Head Start - Plants	<b>Everyday materials</b> Identify everyday materials including wood, plastic, glass, metal, water and rock. Describe and group materials based on their physical properties.  Head Start - Materials	<b>Seasonal Changes</b> SUMMER Seasonal changes Identify, read, write and name the four seasons. Identify weather associated to each season. How day length varies.  <b>Animals</b> Identify and name animals: fish, amphibians, reptiles, birds, mammals.  What food animals eat: herbivores, carnivores and omnivores  Head Start - Animals

<b>History</b>		<b>Events Beyond living memory that are significant nationally</b>  <b>Guy Fawkes &amp; Remembrance Day</b>  What happened to Guy Fawkes?  How do we remember Remembrance Day?	<b>Significant people from the past who have contributed to national achievements. Significant historical events- The reign of Queen Victoria and Queen Elizabeth II</b>  Queen Elizabeth II and Queen Victoria Was Queen Victoria a good Queen? Why?		<b>Changes within living memory</b>  Transport over time  How has transport changed on land over time?	
<b>Geography</b>	<b>United Kingdom</b>  Local Area Including School  <ul style="list-style-type: none"> <li>• Map work and field work</li> <li>• Geographical skills and field work</li> <li>• Compass direction work</li> </ul>	<b>World</b>  Continents and Oceans <b>Locational knowledge</b>		<b>United Kingdom</b>  <b>London</b> <b>Place knowledge</b>  <ul style="list-style-type: none"> <li>• Transport into London from the local area.</li> <li>• River Thames</li> <li>• maps and location of features.</li> </ul>		<b>World</b>  <b>Cairo</b> <b>Place knowledge</b>  <ul style="list-style-type: none"> <li>• Similarities with London being a tourist destination</li> <li>• underground trains and parks.</li> <li>• different cultures.</li> </ul> Writing opportunity: Would I prefer to live in Cairo or London?
<b>Art</b>	<b>Kandinsky Abstract</b>	<b>Cezanne Landscape</b>	<b>Ian Davenport Abstract</b>	<b>William Morris Printing</b>	<b>Charles Barry Structure</b>	<b>Andy Goldsworthy Sculpture</b>

	<p>The aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> <li>• Know about Kandinsky</li> <li>• To record and explore ideas</li> <li>• To use a range of materials including paint and pastels</li> <li>• To develop their use of colour including knowing the primary colours</li> </ul>	<p>The aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> <li>• Know about Cezanne</li> <li>• To record and explore ideas</li> <li>• To use a range of materials including paint, pastels and chalks</li> <li>• To develop their use of colour including exploring warm and cold colours.</li> </ul>	<p>The aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> <li>• Know about Ian Davenport</li> <li>• To record and explore ideas</li> <li>• To use a range of materials including paint and collage materials</li> </ul>	<p>The aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> <li>• Know about William Morris</li> <li>• To record and explore ideas</li> <li>• To use a range of materials including paint and printing materials</li> <li>• To develop their knowledge of printing skills.</li> </ul>	<p>The aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> <li>• Know about Charles Barry</li> <li>• To record and explore ideas</li> <li>• To use a range of materials including pens and pencil (HB and 2B)</li> <li>• To know the term tone</li> </ul>	<p>The aim of this unit is for pupils to:</p> <ul style="list-style-type: none"> <li>• Know about Andy Goldsworthy</li> <li>• To record and explore ideas</li> <li>• To use a range of materials and ways they can be joined together.</li> </ul>
<b>DT</b>			<p><b>Flying Kites</b> Look at the history of kites. Test different materials for kite building. Design a diamond kite, construct and evaluate it.</p>	<p><b>Eat more Fruit</b> <b>Designing a Fruit Kebab</b> Healthy eating -explore a variety of fruits, what they look like taste like and feel like, as well as how to prepare fruits.</p>	<p><b>Houses</b> Design, make and evaluate their own model house including furnishings and furniture.</p>	
<b>PSHE - Jigsaw</b>	<b>Puzzle 1</b> <b>Being Me in My World</b>	<b>Puzzle 2</b> <b>Celebrating Difference</b>	<b>Puzzle 3</b> <b>Dreams and Goals</b>	<b>Puzzle 4</b> <b>Healthy Me</b>	<b>Puzzle 5</b> <b>Relationships</b>	<b>Puzzle 6</b> <b>Changing Me</b>

<b>RE</b>	<b>How important are the groups people belong to?</b>	<b>Christianity</b>	<b>Why do we celebrate important occasions?</b>	<b>Hinduism</b>	<b>What makes some people so important? Why are some places so important?</b>	<b>Judaism</b>
<b>Computing</b>	<b>Computing Systems</b>	<b>Creating Media</b>	<b>Creating Media-Digital Writing</b>	<b>Data and Information-grouping data</b>	<b>Programming- a moving robot</b>	<b>Programming- an introduction to animation</b>
<b>Music</b>	<b>Introducing Beat</b>  Find the Beat 1-2-3-4-5 Heads, Shoulders, Knees and Toes Shapes  Harvest Songs	<b>Adding Rhythm and Pitch</b>  Christmas Concert  Twinkle, Twinkle Little Star (Glockenspiel)  Christmas Songs for Concert Performance	<b>Introducing Tempo and Dynamics</b>  Daisy Bell Dancing Dinosaurs Rock-a-bye Baby If you're happy and you know it	<b>Improvising and Playing Together</b>  African Drumming	<b>Combining Pulse, Rhythm and Pitch</b>  Days of the Week Name Song Cuckoo Upside Down Hush Little Baby	<b>Having Fun with Improvisation</b>  The Bear Went Over the Mountain Alice the Camel Ten Green Bottles  Summer Concert Songs
<b>PE</b>	<b>Gymnastics Multi Skills</b> (throwing and catching, ball skills).	<b>Badminton Gymnastics</b>	<b>Football Uni-hoc</b>	<b>Basketball Tennis skills</b>	<b>Dance Cricket</b>	<b>Sports Day Activities Athletics</b>
<b>Life Skills</b>	<b>Families and People Who Care for Me (5 lessons)</b> Relationships/RSE objectives	<b>Empathy (6 lessons)</b> Juniper Hill School's Own Topic	<b>Internet Safety and Harms (6 lessons)</b> Relationships Education, RSE and Health Education Topics	<b>Problem Solving (6 lessons)</b> Juniper Hill School's Own Topics	<b>Health and Prevention (5 lessons)</b> Relationships Education, RSE and Health Education Topics	<b>Opportunities in Adversity (5 lessons)</b> Juniper Hill School's Own Topics
<b>Trip, visits and events</b>				<b>Visit Christchurch Flackwell Heath</b>	<b>Science Oxford</b>	