



# Ambleside CE Primary School – Key Stage 1 Curriculum Map – Year A - 2024-2025

Subject	Autumn 2024	Spring 2025	Summer 2025
<b>Reading</b>	<ul style="list-style-type: none"> <li>Grandad’s Island (Y2)</li> <li>The Goose That Laid Golden Eggs (Y2)</li> <li>Mrs Noah’s Pockets (Y2)</li> <li>Paddington (Y2)</li> <li>The Christmas Pine (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>The Quangle Wangle’s Hat (Y2)</li> <li>Coming to England (Y2)</li> <li>The Street Beneath My Feet (Y2)</li> <li>The Rhythm of the Rain (Y2)</li> <li>Little People, Big Dreams: David Attenborough (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Look Up (Y1)</li> <li>There’s a Rangtan in My Bedroom (Y1)</li> <li>Fantastic Mr Fox (Y2)</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>STRONG START WRITING</li> <li>Character descriptions</li> <li>Writing poems to develop vocabulary</li> <li>Simple retelling of a narrative</li> <li>Writing formal invitations</li> <li>Writing stories from other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Writing poetry</li> <li>Writing non-chronological reports</li> <li>Writing formal invitations</li> <li>Writing stories</li> <li>Writing recounts from personal experience</li> <li>Writing in present tense</li> </ul>	<ul style="list-style-type: none"> <li>Writing non-chronological reports</li> <li>Writing a recount from personal experience</li> <li>Writing Poetry pattern and rhyme</li> <li>Writing informal letters</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Place value</li> <li>Addition and subtraction</li> <li>Shape</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Multiplication and division</li> <li>Length and height</li> <li>Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li>Fractions</li> <li>Time</li> <li>Mass, capacity and temperature</li> <li>Position and direction</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Animals including humans (Y2)</li> <li>Seasonal changes and daily weather (Y1)</li> <li>Living Things and Their Habitats</li> </ul>	<ul style="list-style-type: none"> <li>Uses of everyday materials (Y2)</li> <li>Revisit animals including humans (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>Plants (Y2)</li> <li>Revisit plants and animals including humans (Y1)</li> </ul>
<b>History</b>	Events beyond living memory (Y2)- Great Fire of London	Lives of significant people (Y2)- Mary Anning and David Attenborough	More lives of significant people (Y2)- Neil Armstrong, Mae Jemison
<b>Geography</b>	<ul style="list-style-type: none"> <li>Compare a small part of the UK to a non-European country (Y2)- London and Nairobi</li> <li>Capital cities of the UK (Y1)</li> </ul>	Compare a different non-European country – Amazon rainforest (Y2)	
<b>Computing</b>	<ul style="list-style-type: none"> <li>Creativity: Drawing people and places</li> <li>Computer science: Computer science</li> </ul>	<ul style="list-style-type: none"> <li>Digital safety: Smartie the penguin</li> <li>Coding: Musical actions and sequence</li> </ul>	<ul style="list-style-type: none"> <li>Technology: Technology all around us</li> <li>Digital literacy: Creativity: Collage composition</li> </ul>
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Jumping 1, Forest Schools</li> <li>Dance, Hands 1</li> </ul>	<ul style="list-style-type: none"> <li>Linking, Feet 1</li> <li>Orienteering, Rackets, bats and balls</li> </ul>	<ul style="list-style-type: none"> <li>Hands 2, Dodging 1</li> <li>Games for understanding, Team building</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>Drawing- block A (Y1)</li> <li>Painting- block B (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Print making- block C (Y2)</li> <li>Textiles and collage- block D (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>3D- block E (Y2)</li> <li>Creative response- block F (Y2)</li> </ul>

<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>• Food and nutrition- block B (Y2)</li> <li>• Textiles- block A (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms- block C (Y2)</li> <li>• Materials- block D (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Food and nutrition- block E (Y2)</li> <li>• Structures- block F (Y2)</li> </ul>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>• Why do Christians celebrate Harvest?</li> <li>• What are the messages of Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>• What do sacred writing teach about leaders?</li> <li>• What does the Easter story tell us about God's love and forgiveness?</li> </ul>	<ul style="list-style-type: none"> <li>• How do Muslims express their faith?</li> <li>• What does it mean to belong to the church for Christians?</li> </ul>
<b>P.S.H. E</b>	<ul style="list-style-type: none"> <li>• Families &amp; Relationship</li> <li>• Health &amp; Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Safety &amp; the Changing Body</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Wellbeing</li> <li>• Transition</li> </ul>
<b>Music</b>	<p><b>CUSP Music - Tuned and untuned percussion</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Singing focus: Being together in music Block A</li> <li>• Control the voice – nursery rhymes Block A</li> </ul> <p><b>Untuned percussion</b></p> <ul style="list-style-type: none"> <li>• Untuned focus: Introducing rhythm and pulse Block B</li> <li>• Representing sounds pictorially Block B</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Singing focus: Introducing pitch Block C</li> <li>• Identify changes in sounds (high/low) Block C</li> </ul> <p><b>Untuned percussion</b></p> <ul style="list-style-type: none"> <li>• Untuned focus: Introducing tempo and dynamic Block D</li> <li>• Identify changes in sounds (fast/slow, loud/soft) Block D</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Singing focus: Exploring emotions through music Block E</li> <li>• Responding to music Block E</li> </ul> <p><b>Untuned percussion</b></p> <ul style="list-style-type: none"> <li>• Tuned focus: Introducing tempo and dynamic 2 Block F</li> <li>• Control and describe tempo and dynamic Block F</li> </ul>