Gordon Primary School Curriculum Map – Year 1, *Autumn 2026*

	AUTUMN 1	AUTUMN 2
TOPIC	***Where is Home?***	
KEY TEXTS	*Beegu* by Alexis Deacon	*The Way Back Home* by Oliver Jeffers
ENGLISH *Convention on the Rights of the Child (CRC) Articles* *12, 13, 19, 5, 37, 29*	**Philosophical Thinking:** • Who are you? • Is feeling lost the same as being lost? • Should you trust someone you don't know? • Should we ignore someone who speaks a different language? • What makes a place home? **Beegu by Alexis Deacon** The children will explore the themes of being lost and finding a sense of belonging, both in a literal and metaphorical sense. Through empathy-building exercises, they will learn to connect with characters and brainstorm ways to support them. Additionally, they will delve into the meanings of various vocabulary words and explore thought-provoking questions that arise from their personal reflections.	**Philosophical Thinking:** • How does it feel to not have a home? • What should we do if we are lost? • What makes someone feel like they belong? • Is kindness something we are born with, or something we learn? **The Way Back Home by Oliver Jeffers** The children will be reading *The Way Back Home* and exploring the story through a range of engaging reading, speaking and writing activities. They will develop their comprehension skills by discussing the characters' thoughts, feelings and actions, by making predictions. The children will also explore the important theme of belonging, reflecting on what it means to feel accepted, valued and connected to others. Using the story as a stimulus, the children will produce a range of written outcomes, including a narrative to continue the story, character descriptions and other creative writing inspired by the text.
MATHS *CRC Articles* *12, 29*	**Number and Place value** The children will begin this topic by counting to and back from 100 using concrete objects such as number lines and 100 squares. The children will master their knowledge of counting by comparing, ordering and writing numbers to 100 and discussing place value from zero. **Addition and Subtraction** The children will read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. They will solve one- step problems that involve addition and subtraction, using concrete	**Multiplication** Multiplication will be introduced as repeated addition. The children will learn to multiply by making groups and/or arrays. **Division** Through completion of practical activities, the children will learn to divide by sharing and making equal groups. **Fractions**

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	objects and pictorial representations. **Shapes** The children will name and learn the properties of common 2D and 3D shapes.	To introduce the concept of fractions, the children will take part in practical activities to find halves and quarters of a shape. **Measurement** The children will recognise and use language relating to dates, including days of the week, weeks, months and years. The children will also learn how to measure and use language related to measurement e.g. long, short, heavy, light, fast and slow.
SCIENCE *CRC Articles 19, 27, 29, 33*	**Seasonal Changes** The children will engage in observing and documenting changes across all four seasons, focusing particularly on the transition from summer to autumn. They will compare these changes, record their observations and describe the unique weather patterns associated with each season. Additionally, they will explore how day length varies throughout the year, fostering a deeper understanding of seasonal shifts and their impact on the environment.	**Animals, including humans** The children will explore the diverse world of animals by identifying and naming a wide range of common species, including fish, amphibians, reptiles, birds and mammals. They will also categorise animals based on their diets, distinguishing between carnivores, herbivores and omnivores. Furthermore, the children will engage in drawing and labeling the basic parts of various animals, including the human body and they will learn to associate each part with its corresponding sense. Through these activities, they will develop a comprehensive understanding of animal diversity and anatomy.
COMPUTING *CRC Articles 16, 29*	**Online Safety** By exploring e-safety, the children will understand where to go for help and support when they have concerns about content or contact on the internet and other online technologies.	**Lego Builders** The children will be introduced to the concept of algorithm through practical LEGO building activities. They learn that computers and people need clear, precise, step-by-step instructions to complete a task successfully. The children will follow, create and test simple instructions, developing their understanding of sequencing, logical thinking and debugging.
HISTORY *CRC Articles*		**History of Space**

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12, 13, 17, 29		In this History unit, the children will explore how space exploration has changed over time and why certain events and people are remembered. They will learn about Neil Armstrong and the first moon landing, sequencing events and understanding why it was significant. The children will also study Tim Peake to recognise that space exploration continues today , while also comparing past and present. Throughout the unit, the children will develop key historical skills such as using simple timelines, asking questions about the past and understanding why people and events are important.
GEOGRAPHY *CRC Articles* *12, 13, 17, 29*	**Local Area - My Classroom and School** Through engaging in fieldwork, the children will enhance their geographical skills by exploring their local environment. They will learn to use maps to locate the United Kingdom and its surrounding oceans. Furthermore, the children will pinpoint London on a map and conduct explorations within the local area of Ilford. They will create detailed maps of their school and its surroundings, employing geographical language to identify key landmarks and locations. Through these activities, they will develop a deeper understanding of their immediate surroundings and geographical concepts.	
ART *CRC Articles* *12, 16, 21*	**Pop-Art Artist: Andy Warhol** The children will delve into the vibrant world of Pop Art, inspired by the renowned artist Andy Warhol. They will study Warhol's distinctive drawing techniques and apply them to create their own self-portraits in his iconic style. Using bold colours and a cartoonish approach, they will incorporate these features into their portraits, capturing the essence of Pop Art while exploring their own creativity and artistic expression.	

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DT *CRC Articles 16, 29*		**Mechanisms** The children will engage in hands-on exploration with sliders as they embark on creating a moving picture based on a familiar narrative. They will begin by planning and designing the page background, crafting the moving components and assembling the picture. Through this process, they will distinguish between sliders and levers, gaining a deeper understanding of mechanical movement. Following the completion of their projects, the children will critically evaluate their designs, identifying strengths and areas of development, while proposing modifications to enhance functionality and creativity.
MUSIC *CRC Articles 2, 3, 8, 12, 13, 14, 17, 28, 29, 31*	**Rhythm** This term, the Year 1 children will be starting to learn the basics of rhythm reading. They will learn to identify patterns, to recognise them written and to write their own. They will be learning to concentrate and listen and tell whether a sound is higher pitch, lower pitch, longer, shorter from a series of sounds, and to recognize different instruments. They will start learning to play songs on the Glockenspiels.	
PE *CRC Articles 3, 6, 29, 31*	**Outdoor PE – Hit, Catch and Run** -Catching ready position -Underarm pass -Bounce pass -Overhead pass **Indoor PE – Apparatus** - Travelling in a variety of different ways: (running, jogging, skipping, leaping, galloping, hopping, crawling and tiptoeing) -Agility -Balance -Coordination	**Outdoor PE – Hit, Catch and Run** -Running -Throwing -Catching -Team Games **Indoor PE – Gymnastics** -Rolling -Balancing -Points of contact

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RE *CRC Articles 12, 13, 29, 14*	**What can we learn from the creation stories?** The children will talk about feelings associated with making and creating things and share ideas on how they think the world was created. They will decide on questions they would like to ask the creator. The children will recognise the Christian and Muslim belief about God and identify reasons why Christians and Muslims think it is important to look after our world.	**What festivals do different religions celebrate?** The children will talk about celebrations. They will discuss the Christian belief about Jesus and say how this is shown in the Christmas story. They will name some things that happen at Hannukah, Diwali and Christmas. The children will retell and identify why the story of Prince Rama and Princess Sita is important to Hindus at Diwali.
PSHE *CRC Articles 12, 13, 29, 14*	**Being Me in My World** • I feel special and safe in my class • I understand the rights and responsibilities as a member of my class • I know that I belong to my class • I understand the rights and responsibilities of being a member of my class • I know how to make my class a safe place for everybody to learn • I know my views are valued and can contribute to the Learning Charter • I recognise how it feels to be proud of an achievement • I can recognise the choices I make and understand the consequences • I recognise the range of feelings when I face certain consequences • I understand my rights and responsibilities within our Learning Charter • I understand my choices in following the Learning Charter	**Celebrating Differences** • I can identify similarities between people in my class • I can tell you some ways in which I am the same as my friends • I can identify differences between people in my class • I can tell you some ways I am different from my friends • I can tell you what bullying is • I understand how being bullied might feel • I know some people who I could talk to if I was feeling unhappy or being bullied • I can be kind to children who are bullied • I know how to make new friends • I know how it feels to make a new friend • I can tell you some ways I am different from my friends • I understand these differences make us all special and unique
FINANCE *CRC Articles 12, 29*	**Values of coins and notes** The children will learn and know the value of the coins and notes that is used and will put them in the correct order of value.	**Keeping track of money** The children will learn that there are ways of keeping track of money and what is spent.
SPANISH *CRC Articles*	**Greetings**	**Colours and numbers**

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2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	In this unit, the pupils will learn the vocabulary for basic greetings in the foreign language enabling them to participate in a short oral conversation by the end of the unit. • Saying and understanding basic greetings (*Hola*, A*dió*s) • Asking and saying how you are feeling (*bien, mal, regular)* • Asking and saying your name	In this unit, the pupils will learn to count to ten as well as learning ten popular colours in the foreign language. • Numbers from 1-10 • Colours in Spanish
Safeguarding *CRC Articles* *16, 12, 19, 29, 14*	The children will confidently talk about anything that worries them online during Computing lessons and know who to talk to. They will be able to explain why they ask for permission from adults about any content online. During circle time, the children will discuss how they might be the same and how they might be different to their friends. They will discuss how they might feel when they are bullied and how to show kindness to someone who has been bullied. The children will discuss how it feels to make a new friend and how we are all special and unique.	