



## Year 1: Curriculum Map 2024/2025

	Term 1a - Ourselves and our school	Term 1b - Under the sea	Term 2a - I need a hero!	Term 2b - Let's Grow!	Term 3a - Tell me a story	Term 3b - Tell me a story
English	<p><b>Focus books:</b></p> <p>The Gruffalo (MT) The Gruffalo's Child The Colour Monster Goes to School Know the days of the week and write them correctly on handwriting paper. Create a story map from the MT book. Write captions and labels from MT. Use adjectives to describe characters and settings in a simple sentence. Create a wanted poster. Write a page of a story based on the MT style.</p>	<p><b>Focus books:</b></p> <p>The Snail and the Whale (MT) What a Submarine Sees Rainbow Fish Bright Stanley A variety of information texts on under the sea creatures Use adjectives to describe settings from the MT. Creating a postcard from the perspective of the snail from the MT. Write fact files on a variety of under the sea creatures from the MT.</p>	<p><b>Focus books:</b></p> <p>Supertato (MT) Superkid Traction Man Innovate a story using T4W on the model text 'Supertato' Write sequenced sentences to form short narratives. Begin to use a variety of sentence starters, e.g. next, suddenly, then. Join sentences using more conjunctions, e.g. but, because. Use adjectives for greater descriptions. Write a poem about being a superhero.</p>	<p><b>Focus books:</b></p> <p>Love grows everywhere The Tiny Seed A Seed is Sleepy The Little Gardener The Extraordinary Gardner Identify / explain key aspects of non-fiction texts, such as titles and information. Write lists and instructions on how to grow/look after plants and flowers in Thailand. Use bullet points in lists and numbers for instructions. Use instruction sentence starters, e.g. first, next, finally. Use suffixes 's', 'es', 'ed', and 'ing' in writing. Use the prefix 'un' to change word meanings.</p>	<p><b>Traditional Tales</b></p> <p><b>Focus books:</b></p> <p>Red Riding Hood (MT) The Gingerbread Man The Three Little Pigs Goldilocks Innovate a story using T4W on the model text 'Red Riding Hood'. Write sequenced sentences to form short narratives. Begin to use a variety of sentence starters, e.g. next, suddenly, then. Join sentences using more conjunctions, e.g. but, because. Use adjectives for greater descriptions.</p>	<p><b>Traditional Tales</b></p> <p><b>Focus books:</b></p> <p>Jack and the Beanstalk (MT) Cinderella Rapunzel The Princess and the Pea Innovate a story using T4W on the model text 'Jack and the Beanstalk' Write sequenced sentences to form short narratives. Begin to use a variety of sentence starters, e.g. next, suddenly, then. Join sentences using more conjunctions, e.g. but, because. Use adjectives for greater descriptions.</p>



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<b>Maths</b>	<p><b>Place Value within 10</b></p> <p>Counting forward or backwards from any given number. Recognising numbers as words Sorting, counting and representing objects. Introduction to the number line Finding less than, greater than and equal to.</p> <p><b>Addition and Subtraction within 10</b></p> <p>Introduction to part whole models Writing simple number sentences Fact families (number bonds) Addition and subtraction problems</p>	<p><b>Shape</b></p> <p>Recognise, name and sort 3D shapes Recognise, name and sort 2D shapes Notice patterns between 2D and 3D shapes.</p> <p><b>Place value within 20</b></p> <p>Counting comparing and ordering numbers to 20 Understanding the value of numbers 10-20 Finding 1 more/1 less Using the number line to estimate</p>	<p><b>Place value within 50</b></p> <p>Counting between 20 and 50 Count by grouping into tens. Partition and group numbers into tens and ones. Use the number line to 50 to estimate</p> <p><b>Multiplication and division</b></p> <p>Counting in 2s,10s,5s Recognising equal groups Adding equals groups by sharing Making arrays Making doubles Making equal groups by grouping.</p>	<p><b>Place value within 100</b></p> <p>Counting between 50 and 100 Partition numbers to 100 into tens and ones. Use the number line to 100 Compare numbers with the same number of tens</p> <p><b>Mass and Volume</b></p> <p>Understand terms such as heavier, lighter, full and empty Measure and compare mass and volume Measure and compare capacity</p>	<p><b>Length and height</b></p> <p>Compare lengths and heights Measure length using objects Measure length in centimetres</p> <p><b>Fractions</b></p> <p>Find and recognise half or an object or shape Find half of a quantity Find and recognise a quarter or an object or shape Find a quarter of a quantity</p>	<p><b>Time</b></p> <p>Understand terms such as before and after Know the days of the week and months in the year Tell the time to an hour and half an hour</p> <p><b>Money</b></p> <p>Unitsising Recognising coins and notes Counting in coins</p>
	<p><b>Exploring animals</b></p> <p>Identify and describe facial features Name the main parts of the body and identify</p>	<p><b>Exploring animals</b></p> <p>Identify similarities and differences between people</p>	<p><b>What is it made of?</b></p> <p>Understand the difference between objects and materials</p>	<p><b>Plants and the seasons</b></p> <p>Draw and label plants, identifying the main parts</p>	<p><b>Making sounds</b></p> <p>Identify sources of sounds I explore how to make various sounds</p>	<p><b>Pushes and pulls</b></p> <p>Understand that pushes and pulls are forces that cause movement</p>



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<b>Science</b>	<p>similarities and differences between people</p> <p>Learn about the five senses and link each sense to a part of the body.</p>	<p>Identify features of common animals</p> <p>Divide animals into vertebrates and invertebrates</p> <p>Identify how to divide vertebrates into smaller classes</p> <p>Identify carnivores, herbivores and omnivores and what they eat</p> <p>Classify unusual vertebrates</p>	<p>Identify features of objects using the sense of touch</p> <p>Identify the properties of different materials and use these to describe objects</p> <p>Identify uses for different materials by exploring their properties</p> <p>Distinguish between metals and non-metals, discussing properties and uses for each</p> <p>Classify different materials into groups.</p>	<p>Identify differences between trees, shrubs and flowers</p> <p>Identify different types of weather and the symbols used to describe them</p> <p>Observe and record different types of weather</p> <p>Describe how weather conditions change between seasons in different locations</p> <p>Understand how rainfall is recorded</p> <p>Understand how wind speed and direction are measured</p>	<p>Identify loud and quiet sounds</p> <p>Discover how to make sounds louder or quieter</p> <p>Recognise that our ears hear sounds and work together with our eyes.</p>	<p>Examine how wind can move objects I identify forces as either pushes or pulls</p> <p>Discuss how forces can make objects move faster or slower or make them change direction.</p>
<b>Humanities</b>	<p><b>Our Locality</b></p> <p>Know that different cultures in different localities have different lifestyles.</p> <p>Know the world extends beyond their locality.</p> <p>Describe geographical features off the school site.</p> <p>Make maps and plans of both real and imaginary places.</p>	<p><b>Under the sea</b></p> <p>How much of our planet is water and how much is land.</p> <p>How water can provide a habitat for different living things.</p> <p>What it might be like to live somewhere where there is not much water.</p> <p>Understand different weather and climate</p>	<p><b>Significant people of the past</b></p> <p>Know about the lives and significant events of famous people in the past.</p> <p>Be able to ask and answer questions about people from the past.</p> <p>Identify differences between their own lives and those of people who have lived in the past.</p>	<p><b>Significant people of the past</b></p> <p>Know about the lives and significant events of famous people in the past.</p> <p>Be able to ask and answer questions about people from the past.</p> <p>Identify differences between their own lives and those of people who have lived in the past.</p>	<p><b>Our world</b></p> <p>Know the main physical and human features of a selection of places.</p> <p>Look at similarities and differences between holiday locations.</p> <p>Use maps and globes to locate Thailand and several other destinations to compare.</p>	<p><b>Our world</b></p> <p>Know the main physical and human features of a selection of places.</p> <p>Look at similarities and differences between holiday locations.</p> <p>Use maps and globes to locate Thailand and several other destinations to compare.</p>



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	Know the world extends beyond their own locality.	conditions and how they affect animals.				
<b>Global Studies</b>	<p><b>Global Skills Development</b></p> <p>Notice when others are left out            Know how to be kind and make new friends            Ask questions about causes and consequences            Model respect            Plan a simple individual project</p>	<p><b>Project: Creating a class recipe book</b></p> <p>Ask questions about causes and consequences            Choose a simple project to follow            Feel able to share their ideas with others and listen to their ideas            Follow simple instructions            Model respect to and courtesy to classmates</p>	<p><b>Global Skills Development</b></p> <p>Know how to be kind and make new friends            Reflect on their emotional reactions to information            Discuss likes and dislikes of certain activities            Follow simple instructions</p>	<p><b>Project: Presenting a rainforest performance</b></p> <p>Ask questions about causes and consequences            Choose a simple project to follow            Feel able to share their ideas with others and listen to their ideas            Follow simple instructions</p>	<p><b>Global Skills Development</b></p> <p>Solve puzzles            Know how to be kind and make new friends            Plan a simple individual project to follow            Feel able to share their ideas with others and listen to their ideas            Follow simple instructions</p>	<p><b>Project: Countries around the world</b></p> <p>Ask questions about causes and consequences            Choose a simple project to follow            Feel able to share their ideas with others and listen to their ideas            Follow simple instructions            Model respect to and courtesy to classmates</p>
<b>Wellbeing</b>	<p><b>Taking care of the body: I eat, I move I sleep</b></p> <p>Understanding what helps them get to sleep            Discuss the food they like to eat            Move their bodies in different ways</p> <p><b>Taking care of the mind: I notice how I feel</b></p>	<p><b>Taking care of relationships: My friends and family</b></p> <p>Understand what a family is, and explain who is in their family            Practice taking turns and sharing in games            Describe the qualities they like about their friends.</p>	<p><b>Taking care of the self and the world: My special places and things</b></p> <p>Discuss activities that are important to them            List which things in life they wouldn't want to be without            Name the natural settings they enjoy visiting.</p>	<p><b>Taking care of the body: I eat, I move I sleep</b>  <b>Understand what helps them get to sleep</b></p> <p>Discuss what foods they like to eat</p> <p><b>Taking care of the mind: I notice how I feel</b></p> <p>Start to name common feelings</p>	<p><b>Taking care of the self and the world: My special places and things</b></p> <p>Discuss activities that are important to them            List which things in life they wouldn't want to be without            Name the natural settings they enjoy visiting.</p>	



## Year 1: Curriculum Map 2024/2025

	Start to name common feelings Share the activities that make them feel good Identify people that they trust and who help them feel safe			Identify people they can trust and who help them feel safe		
<b>Art</b>	<b>Topic Title: Portraits</b>  Key knowledge: To use a range of materials creatively to design and make products. This Portraits unit will teach the class about portraits, and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Henri Matisse and Andy Warhol, and create artwork inspired by them. Key Skills: Sketching, painting, observational drawings, developing fine motor skills... Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information.		<b>Topic Title: Landscape scenes</b>  Key knowledge: To use a range of materials creatively to design and make products. This unit will focus on pupils experimenting with colours, creating different shades, still life drawing, creating art inspired by artists. Key Skills: Colour mixing, close observational drawing, learning about different artists, using mixed media to create art. Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information.		<b>Topic Title: Sculptures</b>  Key knowledge: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. This unit will focus on pupils creating various sculptures. They will research, design and create using different materials. Understand that sculptures are not always made from clay. Key Skills: Research about sculptures, planning, designing, choosing material, understanding why some materials are better than others... Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information.	
<b>Thai</b>	พยัญชนะไทย สระ การเขียน พูดแนะนำตัวเอง	พยัญชนะไทย สระ การเขียน การ	เลขไทย การเขียนคัดลายมือ มารยาทการฟัง ดู และพูด	จับใจความจากการอ่าน จับใจความจากการฟัง พูดสื่อสารในชีวิตประจำวัน	คาดคะเนเหตุการณ์ เขียนคำในบทเรียน ฟังข้อควรปฏิบัติต่างๆ	ดูเรื่องราวที่น่าสนใจ เล่าเรื่องย่อต่าง
	一 二 三 四 五。 Numbers (1) 六 七 八 九 十。 Numbers (2)	你好！ Hello! 谢谢您！ Thank you!	我五岁。 I'm 5 years old. 爸爸、妈妈。 Dad and Mum.	眼镜、鼻子。 Part of the body (1) 头和手。 Part of the body (2)	红色、蓝色。 Colours. 苹果、香蕉。 Fruit.	一 二 三 四 五。 Numbers (1) 六 七 八 九 十。 Numbers (2)



## Year 1: Curriculum Map 2024/2025

<b>Mandarin</b>	十一 ~ 二十。 Numbers (3) 中国中秋节文化。 (Chinese Mid-Autumn festival culture.)	你叫什么名字？ What's your name? 万圣节文化。 (Halloween festival culture.)	哥哥、姐姐。 Brothers and sisters. 中国春节文化。 (Chinese spring festival culture.)	猫和狗。 Pets. 清明节文化。(The tomb sweeping day festival culture.)	端午节文化。(The dragon boat festival culture.)	十一 ~ 二十。 Numbers (3) 中国中秋节文化。 (Chinese Mid-Autumn festival culture.)
<b>PE</b>	<b>Athletic Act. - Autumn Term 1 (7 weeks)</b>  -To learn a range of running which includes varying pathways and speeds. -Develop throwing techniques. -Increase stamina and core strength. -Cooperate with others to carry out a task. -To extend strength, balance, agility and coordination.	<b>Invasion Games-Spring Term 2 (7 weeks)</b>  -To practice basic movements including running, jumping, throwing and catching -To begin to engage in competitive activities. -To experience opportunities to improve agility, balance and coordination. -To recognise rules and apply them in competitive and cooperative games. -Use and apply simple strategies for invasion games. -Preparing for, and explaining the reason why we enjoy exercise.	<b>Gymnastic-Autumn Term 2 (5 weeks)</b>  -Identify and use simple gymnastics actions and shapes. -To apply basic strength to a range of gymnastic actions. -To recognise 'like' actions and link them. E.g. Straight jump, broad jump, star jump. -To introduce turn, twist, spin, rock and roll and link these into movement patterns. -To perform a variety of basic gymnastics actions showing control. -To perform longer movement phrases and link with confidence.	<b>Net/Wall Games-Spring Term 1 (7 weeks)</b>  -Able to send an object with increased confidence using a hand or bat. -Move towards a moving ball to return it. -Sending or returning a variety of objects /balls such as balloons and beach balls. -Track, intercept and stop a variety of objects such as balls and beanbags.	<b>Striking and fielding games/Outdoor and adventurous act. -Summer Term (10 weeks)</b>  -Able to hit objects with a hand or bat. -Track or receive a rolling ball. -Throw and catch a variety of balls and objects. -Develop sending and receiving skills -Distinguish between the roles of batters and fielders. Comprehend that one thing can represent another. -Use thinking skills to follow multi step instructions. -Solve more challenging problems as an individual. -Take part in activities with increasing challenges to build confidence.	



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<b>Music</b>	A Fundamental introduction to rhythm through play.		An introduction to group chorus through rhyming and sing-song.		Bringing together key skills and coordination developed over the year to perform a small catalogue of sounds.	
<b>Computing</b>	<b>IT</b> Mouse and keyboard skills.	<b>IT</b> Digital Art. Design.	<b>IT</b> Text and Images.	<b>IT</b> Comic Creation. Music Creation.	<b>Computer Science</b> Intro to Programming.	<b>Computer Science</b> Intro to Programming.  Digital Literacy E-Safety.