



YEAR 1 CURRICULUM MAP 2026-2027

<u>Subject</u>	<u>Autumn Term</u> <u>Once upon a time</u>		<u>Spring Term</u> <u>Best of British</u>		<u>Summer Term</u> <u>The Natural World</u>	
<u>Our School Values</u>	<i>Value – Be an excellent communicator</i>		<i>Value – Have high aspirations</i> <i>Value – Be respectful</i>		<i>Value – Be self-confident</i> <i>Value – Be responsible</i>	
<u>English</u>	<u>Key Texts:</u> 8 weeks Introducing Curious Quests- 3 weeks The Three Billy Goats Gruff - 2 weeks Oi Frog – Kes Gray Rhyming focus - 2 weeks Katie Morag Skills: SPAG: Capital letters, Full stops, Finger spaces Questions Rhyming Instructions Orally composing sentences Listening attentively to stories Correct letter formation	<u>Key Texts:</u> 7 weeks Jack and the jellybean stalk? Jack and the Beanstalk/ (Little Red Riding Hood) Recount- writing about wow day/ experience My Cat likes to hide in boxes- Eve Sutton The Christmas Story Skills: SPAG: Reinforce CL FS Adjectives Letter to Father Christmas Character profile Sequencing words Using and conjunction	<u>Key Texts:</u> 6 weeks Non fiction texts on -London landmarks -Queen Victoria -Katie in London story planning Skills: Story writing- short narratives Reinforce CL FS Writing extended sentences using and, other conjunctions check for sense. Time connectives CL for people, places and days of the week Retelling/ past tense Adjectives Orally composing sentences	<u>Key Texts:</u> 5 weeks The something – Rebecca Cobb The crocodile who didn't like water – Gemma Merino Poems about Summer Skills: Story writing-short narratives Adjectives Reinforce CL FS Using and conjunction Time connectives Non- fiction features Character profile	<u>Key Texts:</u> 7 weeks Alan's big scary teeth -Jarvis Beegu - Alexis Deacon Angelica Sprocket's pockets – Quentin Blake Non fiction texts about animals Skills: SPAG: Using un prefix Past tense Reinforce CL FS words with contractions Questions Using and conjunction Adjectives Sequence sentences to form a short	<u>Key Texts:</u> 7 weeks Where the wild things are – Maurice Sendak Davy's scary journey – Christine Leeson Skills: SPAG: Reinforce CL FS Plurals s/es Use exclamation mark Using interesting words Spell key words/ CEW Instructions Questions Orally composing sentences Rhyming

		Orally composing sentences Rhyming Letter writing features Non-fiction features			narrative Orally composing sentences Non-fiction features Non-chorological reports Rhyming	
<u>Key</u> <u>Author</u>	Mick Inkpen books	Nick Butterworth books	Eric Carle books	Judith Kerr books	Shirley Hughes Stories and poems	David Mckee books- Elmer
Maths	Counting in steps of 2, and 10 counting on and backwards, using number line number pairs to 10, 1 more/less than word and number match. Length, comparing and ordering, measuring using non-standard and introduce cm. Reading and writing numbers 1-10/20, Counting objects and 1-1 correspondence. Identify and name 2d shapes and talk about their properties. Double numbers. Begin to record number sums and using signs correctly.	Counting in steps of 2,5,10 forwards and backwards, ordering. Recognise odd and even numbers, addition and subtraction and 1 step problems (missing numbers) number bonds to 10, recognise $\frac{1}{2}$ or find quantity, weight comparing and using non-standard measurements, using language of time, telling the time at different parts of the day, read o'clock and half past times, begin to solve problems. Days of the week and months of the year. Recognising coins and knowing their values.	Counting in steps of different sizes, number sequences, addition and subtraction, looking at 2 digit numbers and place value, tens and ones. Begin to use blank number lines. Doubling, identifying and doubling and halving amounts and shapes. 3d shapes identify properties. Capacity, weighing and length. Standard units. Money and problem solving.	Count read write numbers to 100 in numerals. Count in different steps forwards and backwards. Use number lines, and pictorial representations. Place value, tens and ones, 1 step problems, numbers bonds, terms related to problem solving, multiplication and division (sharing) arrays, fractions, half, quarters of a whole, capacity, time, days of week, months, and years, 2d and 3d shapes, position, direction.	Count to and across 100 forwards and backwards, read and write in words, odd and even numbers, counting in different sizes, count in 3's, addition and subtraction, related problems, doubling, halving and sharing, measure and begin to record capacity and length and height, money, sums and problems, collate and organise information.	Count read write numbers to 100 in numerals. Count in different steps forwards and backwards. Ordering numbers, number line, repeating patterns, count in 3's, add, subtract 1 and 2 digit numbers. Solve 1 step problems, missing number problems, arrays, number sequences and patterns, time, weight. 2d and 3d shapes, position, direction.

Science	Identifying materials objects are made from. Describing properties of materials. Classifying and grouping materials Investigation: Investigating properties of materials. Can you twist, stretch, squash, fold bend it?	Seasonal changes - autumn walk. Describing properties of materials and their uses. Investigation: Which material is the most absorbent?	The 5 senses. Labelling body parts Investigation: Investigations using smell/ taste	Seasonal change - spring walk Name and describe different parts of an animal Investigation: Classifying animals (fish, amphibians, reptiles, birds and mammals, including pets)	Naming and sorting fish, amphibian, reptiles, birds and mammals. Learn animals are herbivores, carnivores and omnivores Investigation: Classifying animals (carnivore, herbivores, omnivores) Whose poo?	Seasonal changes - summer walk Identifying different common flowers and plants, wild flowers. Label different parts of a plant and learn what they need to grow well. Investigation: What do plants need to grow healthily? (Seed diaries) Which seed germinates the fastest?
History	History in living memory How life has changed since 1950s - Toys - home - Tv/ video - Clothes CP	Significant events: - Bonfire night - Remembrance day Cont- history in living memory- life since 1950's Teach	Significant individuals Famous Queen: Queen Victoria Victorian life- school/home Teach	Significant event: Great Fire of London How it has influenced our fire service Samuel Pepys CP	Significant individual David Attenborough CP	Significant explorers Roald Amundsen Christopher Columbus Teach

Geography	Walk around school grounds and local area to identify human and physical features. Know what country they live in, and the town, school. Know where Rugby is on a UK map. Name the countries in the United Kingdom	Exploring maps, globes and atlases identifying land and sea. Know that groups of countries are called a continent. Name the 5 oceans	Identify where London is on a UK map. Learn London is a capital city. Know the capital cities of the UK. Compare to Cape Town, South Africa with London Weather/climate - Physical features - Human features		Location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Recap 7 continents and oceans. (Link to animals in Science)	Explore compass directions Recap 7 continents and oceans.
	Teach	CP	Teach and CP		Teach	CP
Computing	Introduction to Purple Mash This unit introduces Purple Mash to children and the essential basic knowledge and skills required for the Year 1 units. Through a range of activities, children will learn about 2Dos, saving work and navigating to key areas.	Data Explorers This unit introduces children to using software tools to group and sort recognisable objects. Children will develop their understanding of how this relates to organising and interpreting data. By the end of the unit, children have the opportunity to collect simple data and present it in a pictogram	Creating & Following Instructions This unit forms the basis for understanding simple algorithms and algorithmic thinking. This is facilitated through unplugged activities before moving to sequencing activities on digital devices. This is a foundational unit, introducing the basis of logical thinking in preparation for coding.	Animated Stories (continued) In this unit children create digital books using the 2Create a Story tool. They learn how to work with images, text and sound. Children also learn how to animate simple objects.	Coding (continued) This unit introduces children to coding using the block coding tool, 2Code. Children will explore simple instructions and relate this to code blocks. By the end of this unit, children will be able to make a simple program.	Making Beats This unit introduces digital music. Children will use the tools 2Explore and 2Beat to make their own digital music.
	Creative Computing This unit gives children the opportunity to develop their mouse, keyboard and basic computing skills using creative tools. Children will use the 2DIY tools to paint, create jigsaws and make simple drag and drop games.		Animated Stories In this unit children create digital books using the 2Create a Story tool. They learn how to work with images, text and sound. Children also learn how to animate simple objects.	Coding This unit introduces children to coding using the block coding tool, 2Code. Children will explore simple instructions and relate this to code blocks. By the end of this unit, children will be able to make a simple program.	Technology Around Us The focus in this unit is defining and understanding what technology is. Children will relate this to school, home, outside and to its use in the wider world.	

On-Line Safety	Self Image & Identity Online Relationships	On-line Relationships (continued) On-line Reputation	On-line Bullying Managing On-line Information	Managing On-line Information (continued)	Health, Wellbeing & Lifestyle Privacy & Security	Copyright & Ownership
DT Teach and Tinker - Structures	Design build, test and evaluate a bridge structure	Design, build and evaluate a gift box. (Directed over two weeks) Christmas – decorations over the course of two days – Arts and Crafts Christmas themed day	Design, build and evaluate famous landmarks from junk materials		Know where food comes from – grown, farmed or caught Food comes from an animal or plant Learn to use a peeler, knife and corer to design, make and evaluate a fruit kebab.	Design, make and evaluate an animal puppet.
Art	Artist: Paul Klee Learn about him. Explore the techniques he used. Recreate his picture “Castle in the Sun”. Create their own picture to tell a story in the style of Paul Klee.		Artist: L.S Lowry. Learn about him. Explore the techniques he used. Recreate his picture “Street in Salford”. Create their own picture of Rugby in the style of Lowry.		Artist: Andy Goldsworthy Learn about him. Explore the techniques he used. Recreate some of his sculptures using natural materials. Create their own sculpture using natural resources.	
Music	Kapow: Keeping the Pulse – My favourite things Children explore keeping the pulse together through music and movement, by exploring their favourite things.	Kapow: Tempo – snail and mouse Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	Kapow: Dynamics – Seaside Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.	Kapow: Sound patterns - Fairytales Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	Kapow: Pitch - Superheroes Children learn how to identify high and low notes and to compose a simple tune to represent a superhero.	Kapow: Musical symbols – Under the sea Children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.

PE	Ball Skills Pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. Fundamentals Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Fitness Outdoor physical CP	Dance Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so Sending & Receiving Pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by	Team building Pupils develop their teamwork skills. They develop skills of communication and problem solving. Yoga Pupils learn mindfulness and body awareness. They will learn poses and techniques that help them connect their mind to their body.	Gymnastics Pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing Invasion Games Pupils develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They learn how to score points in these types of games and how to play to the rules. They work	Target Games Target games are games where players send an object towards a target. In this unit, pupils develop their understanding of the principles of defending and attacking for target games. Pupils use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. Net and Wall Net and wall games are games where either a net or wall separates the players.	Athletics Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. Striking and Fielding Striking and Fielding games are games where there are two teams, one the batting team, trying to score points and the other the fielding team, try to stop the batting team from scoring.
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		the rules to keep themselves and others safe. Fitness Pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health.		independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents		
RE - Jigsaw linked to Warks syllabus	5-6 Christianity A1 What do Christians believe about God?	5-6 Christianity A2 What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	5-7 Judaism E2 Is Shabbat important to Jewish children?	5-6 Christianity Sp2 Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	5-7 Islam E1 Who is God to Muslims?	5-7 Islam E3 How important is the Qur'an to Muslims?
PSHE	Being Me in My World	Celebrating Differences Taking care	Dreams and Goals	Healthy Me	Relationships Taking care	Changing Me
Visits and Visitors	Walk around school	Walk around local area Theatre Panto Christingle Service- St Johns Church Possible visit to Rugby School		Freshwater theatre company- GFOL	Walk around local area- Bluebell woods	
30 Year Experiences	• Make a sock puppet • Leaf rubbings • Crunch through Autumn leaves • Make a string telephone • Have a dance off • Read a book in an unusual place • Play a team game • Make biscuits		• Make cress hair • Decorate an egg • Go on a forest walk • Take part in a bird watch • Make a paper plane • Make a natural sculpture • Circus skills • Petal perfume		• Bubble painting • Learn a traditional playground game • Help look after a garden • Build an obstacle course • Learn a poem by heart • Visitor come to school • Water play day • Create a pavement mural	

	• Balloon play • Potato printing	• Make a den • Enter a competition	• Post a card • Roll down a hill
Parent Involvement days	Fortnightly Family Phonics		