



|          | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | History / Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Art / DT                                                                                                                                                                                                                                                                            | Music                                                                   | Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | PE                                                                                                                                                                                                                                                                                                                                                                                                      | RE                                                                                                                                                                                                                                                                                                                                                      | RSHE                                                                                                                                                                                                                                                                                     | British Values                                                                                                                                                                                                                                                                                                                                                        |
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|          | Creative learning theme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                     |                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                       |
| Autumn 1 | <p><b>How do the seasons impact on what we do?</b><br/><i>Features of day and night including temperature.<br/>Weather, associated with seasons.</i></p> <p>What are the four different seasons?<br/>Describe and compare the features of each season.<br/>What might we see/do/feel in each season?<br/>What changes can we observe when it turns from summer to autumn?<br/>Conduct an autumn leaf hunt outside.<br/>Observe the seasonal changes across the year.<br/>What would you expect to see in autumn?<br/>Following a class discussion, write sentences explaining what you would expect to see in autumn.<br/>Consider what you would usually see/do during each season.<br/>Seasonal sorting activity.<br/>Seasonal pictures.<br/>Months and seasons in a year.<br/>Why are so many things we do dependent on the time of year and the weather?<br/>Write a list of things we do in each season and why.</p> | <p><b>Are our new toys more fun than grandma and grandad's old toys?</b><br/><i>Changes within living memory – revealing aspects of change in national life.</i></p> <p>Know how different our grandparents' toys were.<br/>Know what our grandparents' school days were like.<br/>Know which games our grandparents played.<br/>Know how shopping habits have changed over the past 50 years.<br/>Know how birthday celebrations for children have changed over the past 50 years.<br/>Know how what we eat on a daily basis has changed over the past 50 years.</p> | <p>Use natural materials to create sculptures and land art<br/><i>Use a range of materials creatively to design and make products.<br/>Study an artist – Andy Goldsworthy.</i></p> <p>Use natural materials to create land art.<br/>Use natural materials to create sculptures.</p> | <p><b>Rhythm and pulse: Keeping the beat</b></p>                        | <p><b>Online Safety, Exploring Purple Mash, Grouping and Sorting</b></p> <p>To log in safely.<br/>To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources.<br/>To become familiar with the icons and types of resources available in the Topics section.<br/>To start to add pictures and text to work.<br/>To explore the Tools and Games section of Purple Mash.<br/>To learn how to open, save and print.<br/>To understand the importance of logging out.</p> | <p><b>Footwork Static Balance</b></p> <p><i>I try several times, if at first I don't succeed and I ask for help when appropriate.<br/>I can work on simple tasks by myself.<br/>I can follow instructions and practise safely.<br/>I enjoy working on simple tasks with help.</i></p> <p><b>The Birthday Surprise Coordination - Footwork</b></p> <p><b>Pirate Pranks! Static Balance - One Leg</b></p> | <p><b>Why are we thankful?</b><br/>What does it mean to be thankful?<br/><br/>Who can we be thankful for?<br/><br/>Why are people thankful for their talents?<br/><br/>What are the many different ways of showing we are grateful?<br/><br/>How are we thankful at Harvest?<br/><br/>What are the many ways in which people thank God?</p>             | <p><b>Who am I and What I feel?</b><br/><i>Understanding Emotions.</i></p> <p>Understanding Emotions – Activity 1.</p> <p>Understanding Emotions – Activity 2.</p> <p>Understanding Emotions – Activity 3 &amp; 4.</p>                                                                   | <p><b>New Beginnings</b><br/>Democracy</p> <p><b>We all have a voice Making it Fair</b></p> <p>What does democracy mean?<br/><br/>Playing a part in a democracy.<br/>Play a part in a democracy when voting for your school council members.</p> <p>Understand what independence is.<br/><br/>Think of examples of independence both in school and out of school.</p> |
| Autumn 2 | <p><b>What do aliens think of life on planet Earth?</b><br/><i>Identify and name a range of materials (wood, plastic, glass, metal, water and rock).<br/>Classifying and grouping according to a range of physical properties.</i></p> <p>What materials would aliens find when visiting Planet Earth?<br/>What material would you use to make good underpants?<br/>How can the aliens stay dry in the rain?<br/>What materials would you use to build Beegu a new spaceship?<br/>Why would wood not make a good window?<br/>How can the aliens stay safe while building their house?</p>                                                                                                                                                                                                                                                                                                                                 | <p><b>Where do the leaves go in winter?</b><br/><i>Identify seasonal and daily weather patterns in the UK.</i></p> <p>Why are there so many leaves on the ground?<br/>What weather changes do we see in our country with each season?<br/>What would you need to wear to keep cool/warm?<br/>Recognise different weather symbols.<br/>Can you design your own weather symbols?<br/>Why do adults watch the weather forecast?<br/>Is the weather the same all over the world?</p>                                                                                      | <p><b>Create moving toy pictures</b><br/><i>Designing, Making, Evaluating and Technical Knowledge</i></p> <p>Design a moving toy.<br/>Make a moving toy.<br/>Design a moving toy.<br/>Make a moving toy.<br/>Design a moving toy.<br/>Make a moving toy.<br/>Evaluate.</p>          | <p><b>How to be a great singer: Focus on good singing technique</b></p> | <p><b>Pictograms and Lego Builders</b></p> <p>To sort items using a range of criteria.<br/>To sort items on the computer using the 'Grouping' activities in Purple Mash.</p>                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Jumping and Landing Static Balance</b></p> <p><i>I can help, praise and encourage others.<br/>I can work sensibly with others, taking turns and sharing.<br/>I can play with others and take turns and share with help.</i></p> <p><b>Journey to the Blue Planet Dynamic Balance to Agility- Jumping and Landing</b></p> <p><b>Monkey Business! Static Balance- Seated</b></p>                    | <p><b>What places make you feel you belong?</b></p> <p>What places are important to you?<br/><br/>Where do Christians go to worship?<br/><br/>How do Humanists find their special places?<br/><br/>Where do Hindus worship?<br/>Where do Muslims go to worship?<br/><br/>Where do Jewish people go to worship?<br/><br/>What makes a place special?</p> | <p><b>Who am I and What I feel?</b><br/><i>Understanding Families. Families and how they care for us.<br/>Caring Friendships.</i></p> <p>Understanding Families – Activity 1 &amp; 2.</p> <p>Families and how they care for us – Activity 3.</p> <p>Caring Friendships – Activity 1.</p> | <p><b>Getting on and Falling Out Say no to Bullying</b><br/>Rule of Law</p> <p><b>Living together and getting along</b><br/>The Little Red Hen</p> <p><b>My Role and the Role of Others in Society</b><br/>What are the rules?</p>                                                                                                                                    |



## Curriculum mapping 2026 - 2027 - Year 1

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| Spring 1 | <p><b>Why does it get darker earlier in winter?</b><br/><i>Observe changes across the four seasons;</i><br/><i>Observe and describe weather associated with the seasons and how day length varies.</i><br/><i>Identify and compare sources of light.</i></p> <p>What is dark?<br/>Why are we sometimes afraid of the dark?<br/>Why is the sun so important to us?<br/>Where does the sun go at night time?<br/>Which animals come out during the day?<br/>Which animals come out at night?</p>                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Why can't a meerkat live in the North Pole?</b><br/><i>Identify seasonal and daily weather in the UK and the location of hot and cold areas in relation to the equator and North and South Poles.</i></p> <p>Where is the North Pole?<br/>Which animals live in cold places like the North Pole?<br/>Where is the South Pole?<br/>Which animals live in cold places like the South Pole?<br/>Where is the Kalahari Desert?<br/>Which animals live in hot places like the Kalahari Desert?<br/>Write a postcard from a polar bear (North Pole) to a penguin (South Pole).<br/>Describe features of the North Pole.<br/>Write a postcard from a penguin (South Pole) to a polar bear (North Pole).<br/>Describe features of the South Pole.<br/>How do polar bears keep warm?<br/>How do we keep warm in the winter and cool in the summer?</p> | <p><b>Create seasonal art using warm and cool colours</b><br/><i>Use drawing, painting and sculpture to develop and share your ideas and imagination.</i><br/><i>Study an artist – Vincent Van Gogh.</i></p> <p>Introduction to Vincent Van Gogh.<br/>Study his Starry Night picture.<br/>Create our own night-time Starry Night pictures.<br/>Create our own firework paintings (using crayons and paint-wash).<br/>What are cool colours?<br/>Paint The Arctic or The Antarctic using cool colours.<br/>What are warm colours?<br/>Paint The Kalahari Desert using warm colours.<br/>What are cool and warm colours?<br/>Paint a landscape which is half cool and half warm.</p> | <p><b>Sounds of the animal world: An introduction to timbre (tap, shake, scrape)</b></p> | <p><b>Maze Explorers and Animated Story Books</b></p> <p>To understand that data can be represented in picture format.<br/>To contribute to a class pictogram.<br/>To use a pictogram to record the results of an experiment.</p>                                                                             | <p><b>Dynamic Balance</b><br/><b>Static Balance</b></p> <p><i>With help, I can recognise similarities and differences in performance.</i><br/><i>I can begin to order instructions, movements and skills.</i><br/><i>I can name some things I am good at.</i><br/><i>I can understand and follow simple rules.</i><br/><i>I can follow simple instructions.</i></p> <p><b>Tilly the Train's Big Day</b><br/><b>Dynamic Balance - On a Line</b></p> <p><b>Thembi Walks the Tight Rope</b><br/><b>Static Balance - Stance</b></p> | <p><b>Who Is Important to you?</b><br/>Who is important to you?</p> <p>Who is Jesus? Why is it important for Christians to follow the example of Jesus?</p> <p>What are the key features of Krishna?</p> <p>What is important about the early life of Moses for Jewish people?</p> <p>What are the ways that Muslims learn from the Prophet Muhammed PBUH?</p> <p>Why is Bertrand Russell important to Humanists?</p> <p>What makes a good leader?</p>                  | <p><b>Looking After My Body</b><br/><i>Body Awareness.</i></p> <p>Body Awareness – Activity 1.</p> <p>Body Awareness – Activity 2.</p> <p>Body Awareness – Activity 3.</p>                                                                                                                                   | <p><b>Going for Goals!</b><br/>Individual Liberty</p> <p>How do I feel?</p> <p>Only one you</p> <p>My many coloured day</p>                                                                                                               |
| Spring 2 | <p><b>Why are humans not like tigers?</b><br/><i>Identification and labelling a variety of common animals (fish, amphibians, reptiles, birds and mammals).</i><br/><i>Know carnivores, herbivores and omnivores.</i><br/><i>How to care for pets.</i><br/><i>Name parts of the human body.</i><br/><i>Which senses do humans and tigers have? Are they the same or different for humans and tigers?</i></p> <p>What animal groups are there? (mammals, amphibians, reptiles, fish, birds and insects)<br/>What are features of mammals? (including tigers)<br/>Why wouldn't a tiger like my tea? (carnivores, herbivores, omnivores)<br/>Facts about tigers.<br/>What do tigers need to survive? (air, food, water, shelter and space)<br/>Are our senses the same as a tiger's senses?<br/>Review of: animal groups, carnivores, herbivores and omnivores, body parts &amp; senses.</p> | <p><b>Would the Beatles win a talent show today?</b><br/><i>The lives of significant individuals in Britain's past who have contributed to our nations' achievements.</i></p> <p>Who were the Beatles?<br/>What was popular in Britain in the 1960s?<br/>What is your favourite Beatles song?<br/>Who would you vote for on X Factor, The Beatles or Little Mix?<br/>Music through the generations.<br/>Who would parents/grandparents say were famous in their day?<br/>How has the way we listen to music changed over the years?</p>                                                                                                                                                                                                                                                                                                             | <p><b>Create a moving tiger picture</b><br/><i>Designing, Making, Evaluating and Technical Knowledge</i></p> <p>Freestanding Structures<br/>Prior Learning.<br/>Freestanding Structures<br/>Designing.<br/>Freestanding Structures<br/>Making.<br/>Freestanding Structures<br/>Making.<br/>Freestanding Structures<br/>Evaluating.<br/>Freestanding Structures<br/>Technical Knowledge and Understanding.</p>                                                                                                                                                                                                                                                                      | <p><b>Pitch discrimination: High and low sounds</b></p>                                  | <p><b>Animated Story Books continued and Coding</b></p> <p>To compare the effects of adhering strictly to instructions to completing tasks without complete instructions.<br/>To follow and create simple instructions on the computer.<br/>To consider how the order of instructions effects the result.</p> | <p><b>Co-ordination</b><br/><b>Counter Balance</b></p> <p><i>I can begin to compare my movements and skills with those of others.</i><br/><i>I can select and link movements together to fit a theme.</i><br/><i>I can explore and describe different movements.</i><br/><i>I can observe and copy others.</i></p> <p><b>Clowning Around!</b><br/><b>Co-ordination - Ball Skills</b></p> <p><b>Wendy's Water-Ski Challenge</b><br/><b>Counter Balance - With a partner</b></p>                                                  | <p><b>Which stories are important to you?</b></p> <p>Which stories are important to you?<br/>What aspects of Humanism does the Starfish Story reflect?</p> <p>What are the main features of the story of Noah?</p> <p>Why is Joseph (Genesis 37) important to Jews?</p> <p>What are some of the stories Jesus told?</p> <p>What did the stories mean?</p> <p>What is important about the story of Krishna and Draupadi?</p> <p>Can you make a story with a message?</p> | <p><b>Looking After My Body</b><br/><i>Body Parts and Differences (including genitalia).</i></p> <p>Body Parts and Differences – Including Genitalia – Activity 1.<br/>Body Parts and Differences – Including Genitalia – Activity 2.<br/>Body Parts and Differences – Including Genitalia – Activity 5.</p> | <p><b>Good to be me (Myself and Others - SRE)</b><br/>Individual Liberty</p> <p>Setting our goals</p> <p>Understand how to achieve our goals when we are struggling</p> <p>Bright Futures<br/>Jobs and the importance of having a job</p> |



Curriculum mapping 2026 - 2027 - Year 1

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| Summer 1 | <p><b>Which materials should the 3 little pigs have used to build their house?</b></p> <p><i>Distinguish between an object and the materials from which it is made; Describe the simple physical properties of a variety of everyday materials;</i></p> <p>Materials</p> <p>Are they natural or man-made?</p> <p>How would we describe the properties of different materials?</p> <p>Where do straw, wood and brick come from?</p> <p>What materials would you use to build your own home?</p> <p>Which materials should The Three Little Pigs use to build their home?</p> <p>What different types of houses are we able to recognise and name?</p>                                                                         | <p><b>Where do and did the wheels on the bus go?</b></p> <p><i>Use world maps, atlases and globes to identify the UK and its countries. Positional and directional language.</i></p> <p>Where do we live and what is so special about it?</p> <p>How well do you know the countries and capital cities of the United Kingdom?</p> <p>How many different ways could you travel around the UK?</p> <p>Conduct a transport survey from the school grounds.</p> <p>Old and new transport.</p> <p>How has transport changed over the years?</p> <p>Can you design your own moving vehicle?</p>                                         | <p><b>Create the three little pig's meadow using different art and design techniques</b></p> <p><i>Develop a wide range of art and design techniques in using colour, pattern, texture, line, form, space and shape.</i></p> <p><i>Study an artist - Yvonne Coomber.</i></p> <p>Create The Three Little Pig's meadow using colouring pencils.</p> <p>Create The Three Little Pig's meadow using paint.</p> <p>Create The Three Little Pig's meadow using oil pastels/crayons.</p> <p>Create The Three Little Pig's meadow using different patterns.</p> <p>Create The Three Little Pig's meadow using different textures.</p> <p>Create The Three Little Pig's meadow using line, form, space and shape.</p> | <p><b>Musical contrasts:</b></p> <p><b>Tempo and dynamics</b></p>                           | <p><b>Spreadsheets and Technology Outside School</b></p> <p>To understand the functionality of the direction keys.</p> <p>To understand how to create and debug a set of instructions (algorithm).</p> <p>To use the additional direction keys as part of an algorithm.</p> <p>To understand how to change and extend the algorithm list.</p> <p>To create a longer algorithm for an activity. To set challenges for peers.</p> <p>To access peer challenges set by the teacher as 2Dos.</p> | <p><b>Co-ordination Agility</b></p> <p><i>I can perform a sequence of movements with some changes in level, direction or speed.</i></p> <p><i>I can perform a range of skills with some control and consistency.</i></p> <p><i>I can perform a small range of skills and link two movements together.</i></p> <p><i>I can perform a single skill or movement with some control.</i></p> <p><i>I can move confidently in different ways.</i></p> <p><b>John and Jasmine Learn to Juggle</b></p> <p><b>Co-ordination - Sending and Receiving</b></p> <p><b>Ringo to the Rescue</b></p> <p><b>Agility - Reaction and Response</b></p> | <p><b>Why do people celebrate?</b></p> <p>What things do you celebrate?</p> <p>What are the special festivals that Muslims celebrate? How are Ramadan and Eid-Ul-Fitr celebrated by Muslims?</p> <p>Why is Darwin Day important to some Humanists?</p> <p>What are the key features and events of the Purim story? What are some of the ways it is celebrated?</p> <p>Why is Hanukkah important for Jews and how is it celebrated?</p> <p>What is the festival of Raksha Bandhan and how is it celebrated?</p>                    | <p><b>Looking After My Body</b></p> <p>Staying safe in the Sun.</p> <p>Keeping Clean.</p> <p>Looking After Our Teeth.</p>                                                                                                                                                                                    | <p><b>Relationships</b></p> <p>Mutual Respect and Tolerance for Diversity</p> <p>St George</p> <p>How are we the same? How are we different?</p> <p>How do we treat people that are different?</p> |
| Summer 2 | <p><b>Which birds and plants would Charles Darwin find in our school grounds?</b></p> <p><i>Identification and labelling, including trees.</i></p> <p><i>Structure of plants, including roots, stem, flower etc.</i></p> <p><i>Plus – Autumn 2</i></p> <p>Why would Little Red Riding Hood find our school grounds interesting?</p> <p>What can we do to try and attract birds to our school?</p> <p>What do we already know about plants?</p> <p>What plants do we have in school?</p> <p>How can we identify different plants?</p> <p>How can we keep a record of the different types of plants we find?</p> <p>What do plants need to survive?</p> <p>Can we name the different parts of the plants and trees we see?</p> | <p><b>Would Charles Darwin be famous if he were alive today?</b></p> <p><i>The lives of significant individuals in Britain's past who have contributed to our nations' achievements. Develop an awareness of the past and the ways it is similar to and different from the present.</i></p> <p>Who was Charles Darwin?</p> <p>Why is Charles Darwin famous?</p> <p>What tools did Charles Darwin use to help him with his discoveries?</p> <p>What tools could Charles Darwin have used if he were alive today?</p> <p>Which fruits grows in the Galapagos Islands?</p> <p>Where does the fruit in our fruit salad come from?</p> | <p><b>Create your own fruit salad</b></p> <p><i>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</i></p> <p>What makes food healthy?</p> <p>What makes a good fruit salad?</p> <p>Explore fruits both inside and outside. Use our senses!</p> <p>Food safety and hygiene</p> <p>Making fruit salad</p> <p>Can we draw a fruit bowl? Can we create a fruit bowl using different materials/ printing techniques?</p>                                                                                                                                                                                                                                 | <p><b>What is a musical score?</b></p> <p><b>Picture scores using signs and symbols</b></p> | <p><b>Technology Outside School Continued</b></p> <p>To introduce e-books and the 2Create a Story tool.</p> <p>To add animation to a story.</p> <p>To add sound to a story, including voice recording and music the children have composed.</p> <p>To work on a more complex story, including adding backgrounds and copying and pasting pages.</p> <p>To share e-books on a class display board.</p>                                                                                        | <p><b>Agility Static Balance</b></p> <p><i>I use equipment appropriately and move and land safely.</i></p> <p><i>I can say how my body feels before, during and after exercise.</i></p> <p><i>I am aware of why exercise is important for good health.</i></p> <p><i>I am aware of the changes to the way I feel when I exercise.</i></p> <p><b>Sammy Squirrel and his Rolling Nuts</b></p> <p><b>Agility - Ball Chasing</b></p> <p><b>Caspar the Very Clever Cat</b></p> <p><b>Static Balance - Floor Work</b></p>                                                                                                                | <p><b>How do you know you belong?</b></p> <p><b>Why do people celebrate?</b></p> <p>Why are our homes important to us?</p> <p>What do Humanists do to find belonging?</p> <p>Why is important about Friday night in the Jewish home?</p> <p>What are some of the ways that Muslims show how important God (Allah) is?</p> <p>How do many Hindus worship at home?</p> <p>How do belief and practises affect the daily life of many Christians?</p> <p>How do customs affect our daily life?</p> <p>Sticky Knowledge Assessment</p> | <p><b>Staying Safe</b></p> <p>Privates and Personal Space – Activity 1.</p> <p>Privates and Personal Space – Activity 2.</p> <p>Road Safety</p> <p>- Stepping stones to road safety and be bright, be seen.</p> <p>- Safety first and road rangers.</p> <p>- Roads away from home, road safety warriors.</p> | <p><b>Changes (Choices - SRE)</b></p> <p>Mutual Respect and Tolerance for Diversity</p> <p>What makes me special?</p> <p>Celebrating our class</p>                                                 |