

Year 1 Curriculum Map 2026-2027

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Respect	Perseverance	Love	Forgiveness	Friendship	Thankfulness
Phonics (Twinkl Phonics)	Level 5 Weeks 1-7	Level 5 Weeks 8-14	Level 5 Weeks 14-19	Level 5 Weeks 19-23	Level 5 Weeks 20-25	Level 5 Weeks 26-30 Consolidation
Phonics			Phonics Booster Weeks 1-4	Phonics Booster Weeks 5-8		
English (The Write Stuff)	Narrative –Adventure <i>The Queen’s Hat</i> by Steve Anthony Narrative – Traditional Tale <i>Little Red Riding Hood</i> by Lari Don 	Non-fiction – Report <i>Toys from the Past</i> by Sally Hewitt Fiction – Traditional Tale <i>Pinocchio</i> by Carlo Collodi 	Non-fiction – Information Texts- <i>Seasons</i> by Hannah Pang Narrative –Adventure <i>Wombat Goes Walkabout</i> by Michael Morpurgo 	Non-fiction – Recount Our Trip to the Woods Poetry – Rhyming Poetry <i>When I am By Myself</i> by Eloise Greenfield	Narrative – Story <i>Last stop on Market Street</i> by Matt de la Peña Fiction narrative - <i>The Bear and The Piano</i> by David Litchfield 	Narrative story- seaside <i>The Storm Whale</i> by Benji Davies Irish myths - <i>The Song of the Sea</i> by StudioCanal 
Grammar (Coverage of statutory requirement explicitly taught in The Write Stuff)	- capital letter - finger space - adjective - question mark (question) - full stop (statements) - exclamation mark - verb - suffix (ing, ly, ed, er), - conjunction (joining word) - prefix (un)	- capital letter - finger space - question mark (question) - full stop (statements) - exclamation mark - conjunction (joining word)	- capital letter - finger space - full stop - question mark (question) - exclamation mark - adjective - conjunction (joining word) - suffix (ing, ly, ed) - verb <i>Include: pronoun in Wombat Goes Walkabout</i> <i>Include: singular and plural where appropriate</i>	- capital letter - finger space - full stop - question mark (question) - adjective - verb - conjunction (joining word) - suffix (ing) - noun, prefix (un) <i>Include: singular and plural where appropriate</i>	- capital letter - finger space - full stop - question mark (question) - exclamation mark - verb <i>Include: pronoun in The Bear and the Piano</i>	- capital letter - finger space - full stop - question mark (question) - verb - conjunction (joining word) - adjective <i>Include: pronoun in The Storm Whale</i> <i>Include: singular and plural where appropriate</i>
Maths (White Rose Maths and NCTEM Mastering Number)	Number (Place Value) - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - Count to and across 100, forwards and backwards,	Number (Addition and Subtraction within 10) - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer) - Read, write and interpret mathematical statements involving addition (+),	Number (Place Value within 20) - Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number - Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more	Number (Addition and Subtraction within 20) - Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs - Add and subtract 1-digit and 2-digit numbers to 20, including zero	Number (Multiplication and Division) - Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s - Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and	Number (Place Value within 100) - Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number - Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s - Identify and represent numbers using objects and pictorial representations including the

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	beginning with zero or 1, or from any given number • Compare numbers using <, > and = signs • Read and write numbers from 1 to 20 in numerals and words	subtraction (–) and equals (=) signs • Represent and use number bonds and related subtraction facts within 10 • Add and subtract 1-digit and 2-digit numbers to 10, including zero Geometry • Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	than, less than (fewer), most, least • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • Read and write numbers from 1 to 20 in numerals and words • Given a number, identify 1 more and 1 less	• Represent and use number bonds and related subtraction facts within 20 • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ Number (Place Value within 50) • Count from 20 to 50 • Count by making groups of tens • Count tens and ones • Partition into tens and ones • Numberline to 50 • Estimate on a numberline to 50 • 1 more, 1 less Measurement (Length and Height) • Compare, describe and solve practical problems for: lengths and height • Measure and begin to record the following: lengths and heights Measurement (Mass and Volume) • Compare, describe and solve practical problems for: mass and volume Measure and begin to record the following: mass and volume	arrays with the support of the teacher Number (Fractions) • Recognise, find and name a half as one of two equal parts of an object, shape or quantity • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	number line, and use the language of: equal to, more than, less than (fewer), most, least Measurement (Money) • Recognise and know the value of different denominations of coins and notes • Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Measurement (Time) • Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening) • Recognise and use language relating to dates, including days of the week, weeks, months and years • Compare, describe and solve practical problems for time • Measure and begin to record time (hours, minutes, seconds) • Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times
Science (Kapow)	Forces and Space: Seasonal Changes • To identify how the weather changes across the four seasons • To identify events and activities that take place in different seasons • To recognise how trees change across the four seasons • To recognise that daylight hours change across the four seasons • To observe changes across the four seasons • To plan and carry out a weather report Working Scientifically • To record data in a pictogram • To gather and record data about how seasons change over time (Prior learning: EYFS Seasonal Changes)	Materials: Everyday Materials • To identify everyday materials • To recognise the difference between objects and materials • To describe the properties of materials • To group materials based on their properties Working scientifically • To sort objects based on the materials they are made from • To make observations and record data • To plan a test and suggest what might happen • To answer questions based on results	Animals: Sensitive Bodies • To name parts of the human body • To name the body parts used for each of the senses • To identify the body parts used for the sense of taste and touch • To identify the body parts used for the sense of smell and sight • To identify the body parts used for hearing • To recognise how senses are used in everyday life Working scientifically • To sort body parts into groups • To spot patterns in data • To use the senses to make observations • To recognise that scientists are always making new discoveries • To investigate how sound changes as you move further away	Animals: Comparing Animals • To identify and group animals • To describe a variety of animals • To compare the features of animals • To identify the animals that are carnivores, herbivores and omnivores • To recognise animals that make suitable pets • To describe and compare the structure of animals Working Scientifically • To research using non-fiction texts • To gather and record data to help in answering questions • To know about famous scientists throughout history Sustainability • Suggesting ways to look after animals	Plants: Introduction to Plants • To identify plants in the school grounds • To identify parts of a flowering plant • To identify and name wild garden plants • To identify and name deciduous and evergreen trees • To recognise that new plants come from seeds and bulbs • To recognise the importance of a scientists role Working Scientifically • To plan and investigation • To draw and label a diagram • To sort flowers into groups • To measure and compare leaves • To recognise that observations do not always match predictions	Making Connections: Investigating Science Through Stories • To observe changes across the seasons • To describe and compare features of animals • To identify differences in animal features • To describe the properties of everyday materials • To identify animals that are carnivores and herbivores Working Scientifically • To spot patterns in data • To carry out research to find specific information • To use a ruler to measure • To plan how to carry out a test

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			• To recognise the importance of the senses in certain jobs	• To know that changes in the weather can affect animals	• To use observations to find answers to questions Sustainability • Suggesting ways to look after animals. • Identifying how much water plants need to grow • To know that changes in the weather can affect plants (Prior learning: EYFS Our Beautiful Planet)	
History (Kapow and, bespoke local history units)		How Have Toys Changed? • To talk about a favourite toy • To find out what toys our parents and grandparents played with • To investigate what toys were like up to a 100 years ago • To compare toys from the past with modern toys • To investigate how teddy bears have changed over time • To know how toys have changed over time		How Have Explorers Changed the World? • To describe what an explorer is by imagining a journey • To ask questions about different explorers and their achievements • To order events from an explorer's story on a timeline • To use photographs to find out about the past • To identify how exploring has changed over time • To explain what is important about some explorers and their discoveries		Local History Study: Chitty Chitty Bang Bang • To understand how transport has changed over time • Explore the development of transport in Oxfordshire and understand the role of the Morris Motors factory • To learn about the history of transportation in own locality: Learn about the historical significance of the Morris Minor in Oxfordshire, Learn about the historical significance of the Mini in Oxfordshire • To compare past, present and future: Understand the chronological development of transport in Oxfordshire • To learn about changes within living memory: How do different types of transport make our lives easier today • To learn about significant historical events, people and places in own locality
Geography (Kapow)	What is it like here? • To locate the school on an aerial photograph • To create a map of the classroom • To locate key features of the playground • To draw a simple map • To investigate how we feel about our playground • To create a design to improve our school playground		What is the weather like in the UK? • To locate the four countries of the UK • To identify seasonal changes in the UK • To identify the four compass directions • To investigate daily weather patterns • To identify daily weather patterns in the UK • To understand how the weather changes with each season Sustainability • To discover how caring for a garden helps plants and		What is it like to live in Shanghai? • To recognise physical and human features • To draw a sketch map • To name and locate some continents on a world map • To identify physical and human features of a non-European country • To describe what it is like in Shanghai • To compare Shanghai to a small area of the UK	

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			animals by planting and looking after seeds			
Music (Charanga Creative Music Scheme)	Rhyming in Time - Move in time with the beat/pulse, responding to the different tempo (speeds) - Chant, rap and sing using different voices (eg elephants and snakes) following simple cues such as starting together - Experiment with, create, select and combine sounds using the interrelated dimensions of music - Listen with concentration and understanding to a range of high-quality live and recorded music - Use voices expressively and creatively by singing songs and speaking chants and rhymes	Christmas - Experiment with, create, select and combine sounds using the inter-related dimensions of music - Use voices expressively and creatively by singing songs and speaking chants and rhymes	Music Inspired by the World Around Us - Listen attentively and with understanding to music from different historical periods - Understand that music can tell a story - Experiment with, create, select and combine sounds using the interrelated dimensions of music - Listen with concentration and understanding to a range of high-quality live and recorded music - Use voices expressively and creatively by singing songs and speaking chants and rhymes	Exploring Rhythm and Patterns - Understand that an ostinato is a repeated pattern - Copy and create simple rhythm patterns - Experiment with, create, select and combine sounds using the interrelated dimensions of music - Listen with concentration and understanding to a range of high-quality live and recorded music - Use voices expressively and creatively by singing songs and speaking chants and rhymes - Play untuned instruments musically	Sound and Pictures - Match and create pictures/symbols to represent sound - Capture, sequence and change sounds to make a musical story - Experiment with, create, select and combine sounds using the interrelated dimensions of music - Listen with concentration and understanding to a range of high-quality live and recorded music - Use voices expressively and creatively by singing songs and speaking chants and rhymes	Highs and Lows - Understand the difference between a rhythm and pitch pattern - Identify different pitches (highs and lows) in music and in sounds around the school - Experiment with, create, select and combine sounds using the interrelated dimensions of music - Listen with concentration and understanding to a range of high-quality live and recorded music - Use voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned instruments musically
Art (Kapow)	Drawing: Exploring Line and Shape - To explore control and pressure to create different types of lines - To practise drawing different lines using music as a stimulus - To connect lines to create shapes - To explore lines and shapes in pictures for portrait drawing - Create artwork inspired by an artist (Paul Klee) - To create an artist-inspired artwork using lines and shapes		Painting and Mixed Media: Learning about brush control - To learn how to hold and move a paintbrush in different ways - To explore how different brush sizes create different marks - To develop control when using paint - To learn how to plan a painting - To create a painting inspired by Alma Thomas using a plan		Sculpture and 3D: Paper Play - To roll and shape paper to make 3D structures - To apply paper shaping skills to make an imaginative sculpture - To work collaboratively to plan and create a sculpture - To apply painting skills when working in 3D	
DT (Kapow)		Structures: Stable Structures - To explore stability by balancing - To explore wide or narrow bases by building towers - To test a structure's stability with weight added in different places - To design a stable structure that meets the needs of the user - To use a variety of cutting and joining techniques to make a stable product		Textiles: Simple Stitches - To explore how fabrics are made and used - To thread a needle and make stitches - To sketch a design for a piece of bunting - To stitch a design of a piece of celebratory bunting - To finish a design of stitches and evaluate		Mechanisms: Wheels and axles Design - To develop cutting skills by shaping wheels - To refine cutting skills by shaping round wheels - To evaluate by comparing and discussing different wheel designs - To create a design by drawing plans for a pull-along toy - To apply finishing techniques by decorating a pull-along toy
Computing (Purple Mash)	Introduction to Purple Mash To use technology purposefully to create, organise, store,	Data Explorers To use technology purposefully to create, organise, store,	Animated Stories To use technology purposefully to create, organise, store,	Technology Around Us	Making Beats To use technology purposefully to create, organise, store,	Creating and Following Instructions

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	manipulate and retrieve digital content • To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Creative Computing • To use technology purposefully to create, organise, store, manipulate and retrieve digital content	manipulate and retrieve digital content • To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	manipulate and retrieve digital content	• To recognise common uses of information technology beyond school • purposefully to create, organise, store, manipulate and retrieve digital content	manipulate and retrieve digital content Creating and Following Instructions • To use technology purposefully to create, organise, store, manipulate and retrieve digital content • To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	• To use technology purposefully to create, organise, store, manipulate and retrieve digital content Coding • To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • To create and debug simple programs • To use logical reasoning to predict the behaviour of simple programs
RE (ODBE)	Why Do Most Christians Call God Creator? • To understand why the story of creation was written • To understand God’s relationship with creation • To explore God’s purpose for humankind Sustainability • To express ideas about the beauty and value of the world and recognise how Christians can look after God’s creation	What Do Most Christians Celebrate Together? • To explore the birth of Jesus in the Gospels • To understand the identity of Jesus being fully human and fully God • To know the names of Jesus • To explore different celebrations including Christmas, Christian baptism and different types of baptism	What Questions Do Stories in the Bible Make Us Want to Ask? • To explore parables and miracles from the New Testament and consider what we can learn from them • To explore philosophical ways of thinking and questioning what we hear and read • To wonder and realise that different opinions are acceptable	What Do Different Jewish People Believe About God? • To explore the idea of God as creator • To understand the importance of Abraham to the Jewish people • To understand the importance of the Shema to Jewish people • To explore that there are cultural/secular Jews with no belief	How and Why is Shabbat Important to Jewish People? • To explore how and why the Shabbat is important to some Jewish people in Britain • To explore Shabbat laws and rituals and the ways that it separates a community but also unites them and how they link to God	How Do People Know How to Behave? • To explore why people have rules and how rules help us behave • To learn about the Ten Commandments and Jewish food laws and why they matter to some Jewish people • To explore different days of rest in different religions and why rest is important • To learn about the Golden Rule and how different groups share this idea • To reflect on different sources of rules and how they help people make good choices
PSHE (Kapow)	My Healthy Self - How can we look after our feelings? • To create and agree rules on rules for RSE and PSHE lessons • To name and recognise the six emotions • To recognise that people may show different emotions in a situation and understand why • To describe emotions and how they change • To explore what makes me and others feel excited and calm • To explore what makes us feel worried, annoyed or upset • To talk about how we can get help with our feelings	Connecting with Others - How can I help myself and others feel happy and safe? • To recognise what makes me special and talk about my strengths • To explore how families care for and support each other • To understand that families should help me feel safe and cared for • To explain how to be a good friend • To explore how to be kind even when you are angry or upset • To explore kind and respectful behaviours	The Online World – How do we spend time online? • To recognise when we are online • To recognise online activities and in-person activities • To recognise that polite behaviour online is the same as polite behaviour in person • To explain why it is good to balance screen time with in-person activities • To understand when and how I should tell an adult about something I see online • To describe how I can stay safe online	Citizenship - How can I help others and the environment? Sustainability • To recognise some of the needs of babies and toddlers • To understand that animals have different needs and how to care for them • To identify ways to look after the school environment • To show respect when sharing ideas and opinions • To recognise how people help look after the school and local environments • To recognise how rules help people animal and places	Health Protection - How can I protect myself and others in daily life? • To explain how and why we wash our hands • To describe how to protect myself in any weather • To recognise people who help keep us healthy • To talk about how my body feels when I am ill • To recognise if an injury is serious or not • To identify who can help with serious illnesses and injuries	Staying Safe – How do know when something is safe? • To identify what is safe and unsafe in the home • To identify what is safe and unsafe for our bodies • To explain how rules keep us safe • To describe how to stay safe near roads • To notice how I feel when something is unsafe • To recognise who and how to ask for help
PE (Real PE)	Movement Skills • Develop and apply footwork with control and fluency	Movement Skills • Develop and apply jumping and landing with control and fluency	Movement Skills • Develop and apply dynamic balance with stability and control	Movement Skills • Develop and apply ball skills with control and fluency	Movement Skills • Develop and apply sending and receiving with control and accuracy	Movement Skills • Develop and apply ball chasing with control and fluency

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	• Develop and apply one leg balance with stability and control Gymnastics • Develop and apply different shapes on the floor • Develop and apply travelling movements on large apparatus, using different parts of the body	• Develop and apply seated balance with stability and control Dance • Develop standing and floor shapes and find ways to move between them to create a repeatable sequence • Work with a partner to create a final dance sequence using the dance skills learnt, ready for performance	• Develop and apply stance with stability and control Gymnastics • Develop and apply different types of jumps (flight) on the floor • Develop and apply different rotations, rolls and spins using low apparatus	• Develop and apply counter balance with stability and control Tennis / Yoga • Participate in team games, develop simple tactics for attacking and defending	• Develop and apply reaction and response with control and fluency Dance • Develop standing and floor shapes and find ways to move between them to create a repeatable sequence • Work with a partner to create a final dance sequence using the dance skills learnt, ready for performance	• Develop and apply floor work with stability and control Athletics – Prepare for Sports Day • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
Trips and enrichment opportunities	Creation Dance Project Friday 18 th September 2026			Visit to Wallingford Library Thursday 11 th March 2027 Thursday 18 th March 2027	Oxford Botanic Gardens Feed the World Session https://www.obga.ox.ac.uk/primary-schools-garden (Enriches science)	In school workshop provided by Oxfordshire Museum. Oxford's Motoring Legend, William Morris. (Enriches history)