

Year 1 Curriculum Map 2026-2027

This map identifies the essential knowledge, vocabulary and subject-specific actions taught across the year. Learning is deliberately revisited so that pupils remember more, make connections and apply their knowledge with increasing accuracy and independence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE / Catholic Life	Branch 1 Creation and Covenant Encounter Genesis 1 as a prayerful, poetic account; know God as Creator and Father; pray the Our Father; explain simple responsibilities for our common home.	Branch 2 Prophecy and Promise Know the Bible as a special book; sequence the Annunciation, Visitation, Nativity and shepherds; connect Gabriel's words with the Hail Mary; recognise Jesus as God's Son.	Branch 3 Galilee to Jerusalem Retell the Presentation, Jesus in the Temple, his mission, the call of the fishermen, the welcome of children and Zacchaeus; connect Jesus as light and Good News with Christian action.	Branch 4 Desert to Garden Connect Jesus' forty days in the wilderness with Lent; explain prayer, fasting and giving; sequence Palm Sunday, the Last Supper, Crucifixion and Resurrection.	Branch 5 To the Ends of the Earth Retell the Road to Emmaus, Ascension and Pentecost; know these are celebrated as holy days; connect Jesus' mission with the Church's mission and recognise images of the Holy Spirit.	Branch 6 Dialogue and Encounter Explain that Christians follow Jesus and Catholics belong to a global family; identify church and parish features; recognise the Torah, synagogue, mezuzah, Qur'an and Islamic calligraphy.
Texts / English Driver	The Great Big Book of Families Lost and Found The Great Explorer	Paddington Over and Under the Snow I Am a Rock	Iggy Peck Architect Naughty Bus	Clean Up Dear Earth Until I Saw the Sea	Little Red Riding Hood Luna Loves Gardening	There Is No Dragon in This Story Emma Jane's Aeroplane Martha Maps It Out
English	Orally rehearse, compose and reread sentences. Use phonics, capitals, full stops and taught vocabulary to write labels, lists, descriptions, fact files and simple narrative retellings.	Develop descriptions using precise adjectives. Sequence and write narratives, character and setting descriptions, a simple report and imaginative poetry; reread for sense.	Join ideas using and. Write character and setting descriptions, an information leaflet and a sequenced Naughty Bus narrative set in Croydon; apply Phase 5 spellings.	Select nouns and topic vocabulary. Write instructions, fact files, persuasive letters, diary entries and sensory poetry; orally rehearse and edit sentences for meaning.	Apply suffixes and use questions and exclamations appropriately. Retell a traditional tale; write descriptions, captions and instructions using increasingly independent sentence punctuation.	Plan, orally rehearse, write and improve letters, narratives, directions and map-linked descriptions. Apply taught spelling rules and punctuation with growing consistency.
Phonics	Little Wandle review of Phases 3 and 4. Secure blending, segmenting and tricky words; review common vowel digraphs and adjacent consonants.	Begin Phase 5. Learn alternative graphemes for familiar phonemes and apply them when reading and spelling words and sentences.	Continue Phase 5 alternative graphemes. Read longer words and apply growing grapheme choice in spelling.	Complete Phase 5 teaching. Compare alternative spellings and use morphology and word structure to support reading and spelling.	Review Phase 5 GPCs and tricky words for fluent application and the Phonics Screening Check; address identified gaps.	Consolidate Phase 5 after screening. Revisit gaps; build fluency, automaticity and increasingly independent spelling application.
Maths	White Rose provides the teaching sequence. Daily fluency, practical representation, mathematical talk and problem solving help pupils move from concrete and pictorial understanding to increasingly efficient reasoning and recording.					
Number	Place value within 10: sort, count, compare and order; find one more and one less; count forwards and backwards; use a number line.	Addition and subtraction within 10: part-whole models, fact families, bonds to 10 and practical problems.	Place value and calculation within 20: compare and order; doubles; use bonds to add and subtract; solve missing-number problems.	Place value within 50: count in tens and ones; partition; locate numbers; find one more and one less.	Multiplication and division: count in 2s, 5s and 10s; make equal groups, arrays and shares. Fractions: find halves and quarters.	Place value within 100: count, partition, compare and order; use number lines; find one more and one less; apply in problems.
Measure	Compare and describe length, height, mass and capacity informally during practical number work.	Use comparison language accurately in shape and seasonal contexts; order familiar objects by measurable attributes.	Apply comparison and simple measurement within practical problems and construction contexts.	Measure and compare length and height using non-standard units and centimetres; compare mass, volume and capacity.	Apply measure when sharing, cooking and working with position and direction; explain choices using correct vocabulary.	Recognise and count coins and notes. Sequence events; know days and months; tell time to the hour and half-hour.
Geometry	Use positional language and recognise familiar shapes through sorting and construction.	Recognise, name and sort common 2D and 3D shapes; describe simple properties.	Compose and compare shapes within structures; use positional language to describe arrangements.	Apply shape knowledge when investigating packaging and materials; describe position precisely.	Describe turns and positions using left, right, forwards, backwards, above and below.	Use shapes, routes, plans and simple keys when reading and creating maps.
Science	Human body and senses: identify, name, draw and label basic body parts; match each sense to the relevant body part; observe seasonal change.	Seasonal change: observe and describe autumn and winter weather, daylight and the local environment; record change over time.	Everyday materials: distinguish object from material; name wood, plastic, glass, metal, water and rock; compare and group by simple properties.	Materials and rubbish: explain why packaging is used; identify recyclable materials; investigate durability; connect reduce, reuse and recycle with consequences.	Plants: identify common wild and garden plants and deciduous and evergreen trees; describe basic structures; observe growth and seasonal change.	Animals: identify and classify fish, amphibians, reptiles, birds and mammals; group carnivores, herbivores and omnivores; compare body structures.
History	Explorers: define an explorer; place selected explorers in chronological order; compare their lives and use sources to answer questions about the past. Retrieval and application: use before, after, earlier and later when discussing journeys and people connected with the term's texts.		Transport through time: order vehicles and images; compare London buses past and present; study Joseph Clough and use sources as evidence. Retrieval and application: revisit change over time and distinguish historical evidence from information about the present.		Childhood: build personal chronology; compare childhood now with parents' and grandparents' childhood; use accounts, photographs and objects. Local history application: use aerial photographs to identify changes around the school and explain what evidence shows.	
Geography		Continents and countries: locate Europe and South America, England and Peru; compare places using maps, photographs and taught vocabulary. Use maps and globes to locate places connected with selected explorers; use simple directional and locational language.		Our planet: name the seven continents and five oceans; locate the four UK countries; compare the UK and Jamaica; distinguish human and physical features. Map London transport routes and landmarks; use aerial views, symbols and directional language to communicate location.		Our local area: locate the school on an aerial photograph; create room and classroom maps; use a simple key and follow or describe routes. Use simple fieldwork and observation to locate plants and features in the school grounds; record findings on plans or maps
Computing	Online safety: use Smartie the Penguin to identify private information, ask permission and tell a trusted adult when something online causes concern.	Safe-user retrieval: make responsible choices when viewing or creating digital content and explain why passwords and permission matter.	Digital content: log in and out; use a mouse to select, drag and fill; create and edit London landmark and Naughty Bus images using text, shapes and backgrounds.	Organise and present simple information digitally; save work appropriately and continue safe, respectful use.	Use digital images or simple documents to communicate plant or food learning; select tools for a clear purpose.	Algorithms and coding: give and follow precise instructions; program Bee-Bots and Purple Mash routes; predict outcomes, identify errors and debug sequences.

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Art		Weaving and pattern: study Maximo Laura; explore colour and repeated pattern; develop control of over-and-under paper weaving; explain choices. Drawing and illustration: observe penguins and people; control line and shape; select detail and discuss how illustrations communicate character.		Lowry: study figures and seascapes; mix a restricted palette; create colour washes; use charcoal and pastel for line, tone and movement. Observational art: draw plants and fruit; notice proportion, line, shape and colour; revisit and improve work from close observation.		Van Gogh and Yayoi Kusama: explore tone and expressive colour; create a mixed-media response and shape a patterned clay sculpture; evaluate choices.
DT	Moving pictures: investigate sliders; design for a clear purpose; measure, cut and join materials; test movement and evaluate the finished picture. Design application: plan and construct a route or model; select tools and materials; test whether it meets its intended purpose.	Food: investigate marmalade sandwiches; follow hygiene routines; spread, assemble and taste safely; discuss ingredients and evaluate the outcome.	Structures: investigate the London Eye; select materials and joining methods; build for strength and stability; test and improve a group structure. Recycled design: investigate useful products made from reclaimed materials; generate ideas, join components and improve against simple criteria.		Smoothies: identify food origins and healthy choices; taste, design and safely prepare a fruit smoothie; evaluate flavour, texture and appearance.	
PE	PE Hub Attack Defend Shoot 1: move into space, send and receive with control, aim at a target and begin to apply simple attacking and defending decisions.	PE Hub Hit Catch Run 1: track and catch objects, strike or send with increasing accuracy, run safely and cooperate within simple games.	PE Hub Gymnastics 1: travel, balance, jump and roll with control; link actions into a short sequence; use apparatus safely.	PE Hub Dance 1: respond to music and ideas; copy, remember and link movements; use space, level and direction; perform with a partner or group.	PE Hub Send and Return 1: develop accuracy when rolling, throwing, catching and striking; position the body and sustain a simple rally.	PE Hub Attack Defend Shoot 2: combine movement and ball skills; choose space, support teammates and apply simple tactics in small-sided games.
Swimming	Swimming once a week learning the basic stroke and water safety.					
Music	My Favourite Things - pulse: feel and maintain a steady pulse using body percussion and voice; perform a rhyme in time with others.	Snail and Mouse - tempo: distinguish fast and slow; control tempo using voice, movement and instruments; select sounds to support a story.	Seaside - dynamics: distinguish loud and quiet; create a soundscape; represent sounds with simple symbols and explain how dynamics change effect.	Fairy Tales - sound patterns: read and perform simple rhythmic patterns; maintain the pulse; select instruments and perform collaboratively.	Superheroes - pitch: identify high and low sounds; create a short pitched idea with tempo changes; rehearse and perform confidently.	Under the Sea - musical symbols: interpret symbols for pitch, rhythm and dynamics; clap patterns, keep a pulse and maintain a part in a group performance.
PSHE / RSE	Ten: Ten Life to the Full Plus Module 1 Units 1 and 2 - Created and Loved by God: Let the Children Come; I Am Unique; Girls and Boys; Clean and Healthy My Body.	Module 1 Units 3 and 4: Feelings Likes and Dislikes; Feeling Inside Out; Super Susie Gets Angry; The Cycle of Life; Beginnings and Endings; Change Is All Around.	Module 2 Units 1 and 2 - Created to Love Others: God Loves You; Special People; Treat Others Well; And Say Sorry.	Module 2 Units 3 and 4: Real Life Online; Rules to Help Us; Good and Bad Secrets; Physical Contact; Harmful Substances; Can You Help Me Parts 1 and 2.	Module 3 Units 1 and 2 - Created to Live in Community: Three in One; Who Is My Neighbour; The Communities We Live In; Who Will I Be; Needs and Wants.	Ten: Ten assessment, retrieval and transition: recall the three modules; apply health, relationship and safety learning; recognise strengths, support networks and next steps for Year 2.