

Curriculum Map 2025 / 2026

<u>Year Group: 1 -</u> Woodpeckers	<u>Autumn 1</u> <u>7 weeks 3 days (6</u> <u>weeks after</u> <u>induction)</u>	<u>Autumn 2</u> <u>7 weeks including</u> <u>Assessment Week</u>	<u>Spring 1</u> <u>6 weeks</u>	<u>Spring 2</u> <u>5 weeks including</u> <u>Assessment Week</u>	<u>Summer 1</u> <u>6 weeks</u>	<u>Summer 2</u> <u>6 weeks 4 days</u> <u>including</u> <u>Assessment Week</u>
<u>Geography</u> Weather and Seasons (This is also covered in Science as a drip feed unit) 6 sessions <ul style="list-style-type: none"> Set up a weather station. Weather and Seasons - spring, summer, autumn, winter, time, month, season, orderseason, weather, clothing, suitable, unsuitable, lightning, snow, rain, sun, wind, fog, temperature, symbol. STEM Sentences - There are four seasons - autumn, winter, spring, summer.	<u>Weather and Seasons.</u> <u>Our Local Area (Twinkl)</u> <u>6 sessions (2 weeks)8</u> <ul style="list-style-type: none"> Locality walk. My county is Lancashire. My neighbourhood is Great Marsden. My school is Great Marsden St. John's. My town is Nelson.			<u>Weather and Seasons.</u>	<u>United Kingdom</u> <u>6 sessions (2 Weeks)</u> United Kingdom - map, England, Scotland, Wales, Northern Ireland, world, country, capital, Union Jack, London, Edinburgh, Cardiff, Belfast, physical features, human features, city, island, STEM Sentences - The capital city of England is London. The capital city of Scotland is Edinburgh. The capital city of Wales is Cardiff. The capital city of Northern Ireland is Belfast.	<u>Weather and Seasons.</u>
<u>History</u>		Toys Through Time 6 sessions (3 Weeks) <ul style="list-style-type: none"> Visit Blackburn Toy Museum Set up a toy museum and invite parents to visit. (Lesson 6) TOYS				Significant Women - Amy Johnson, Grace Darling, Mary Seacole. (KeyStage History)Spend 2 afternoons on each. 6 Sessions (3 Weeks) Host a simple debate - which lady should be remembered the most? SIGNIFICANT WOMEN.

		different, living memory , modern, grandparent's time, because, old, new.				
<p><u>Science</u> Living things and their habitats/seasonal change - 2 sessions a term (2 afternoons) Pupils should be taught to:</p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p> <p>Working Scientifically -</p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p>	<p>Living things and their habitats/seasonal change - 2 sessions a term (2 afternoons)</p>		<p>Living things and their habitats/seasonal change - 2 sessions a term (2 afternoons)</p> <p>Plants - 6 sessions (3 Weeks) Pupils should be taught to:</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Animals and Humans - 4 Sessions Pupils should be taught to:</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Living things and their habitats/seasonal change - 2 sessions a term (2 afternoons)</p> <p><u>Materials and States of Matter and Rocks - 4 sessions (2 Weeks)</u> Pupils should be taught to:</p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	

<p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions.</p>						
<u>WOW moments and visits.</u>	Locality Walk	Blackburn Toy Museum Courageous Advocacy Week		Animal visit	Forest Schools (Whalley) Baptism - visit to church	
<u>English Fiction</u>	Traditional Tales The Enormous Turnip	Integrated Unit Repetitive patterned stories. Incorporate into this poetry on a theme Supertato - Sue Hendra Instructions	Integrated Unit Penguin poems Stories by the same author. Incorporate into this poetry on a theme. Oliver Jeffers - Lost and Found (4 weeks)	Integrated Unit Classic Stories Peter Rabbit Author Unit - Beatrix Potter / Debi Gliori	Stories with familiar settings Boris Goes Camping	Stories with fantasy settings. NoBot by Sue Hendra Incorporate into this poems to learn by heart Robot Rumpus
<u>English Non Fiction</u>	Recount of real life event		Non Chronological Reports Penguins - facts in with narrative.	Traditional rhymes - Little Peter Rabbit had a fly upon his nose!	Non Fiction Texts - Booklets Teach This First	Recounts
<u>GPS</u>	Sit correctly at a table and hold a pencil correctly. Hold a pencil with an effective grip. Form lower-case letters correctly.	Use punctuation to demarcate simple sentences (capital letters and full stops). Say, and hold in memory whilst writing, simple sentences which make	Use punctuation to demarcate simple sentences (capital letters and full stops). Add suffix 'ed' to verbs where no spelling change is needed to the	Extend range of joining words to link words and clauses using but. Add suffix 'ing' to verbs where no spelling change is needed to the root word.	Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes. Extend range of joining words to link words and clauses using 'or'	Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes. Add the prefix 'un' to verbs and adjectives to change the meaning e.g.

	<p>Orally compose every sentence before writing.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Separate words with spaces.</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops).</p> <p>Identify and use exclamation marks.</p>	<p>sense.</p> <p>Add suffix 'ed' to verbs where no spelling change is needed to the root word.</p> <p>Use capital letters for names of people.</p> <p>Use the joining word and to link words and clauses.</p>	<p>root word.</p> <p>Use capital letters for days of the week. Spell days of the week.</p> <p>Identify and use exclamation marks.</p> <p>Identify and use question marks.</p>	<p>Use capital letters for names of people.</p>	<p>Read and spell words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.</p>	<p>untie, unkind.</p> <p>Add –er and –est to adjectives where no change is needed to the root word.</p>
<p><u>Spoken Language opportunities</u></p>	<p><u>Enormous Turnip</u></p> <p>Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p> <p>Describe settings orally using vocabulary provided.</p> <p><u>Recount</u></p> <p>Use past, orally, e.g. when recounting an event,</p> <p>Respond appropriately to questions posed by an adult, orally, related to who, what, where,</p>	<p><u>Supertato</u></p> <p>Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p> <p>Use future tense, orally, e.g. when making a prediction.</p> <p>Provide simple oral explanations, e.g. explaining a simple process using the joining word because.</p> <p>Describe settings orally using vocabulary provided.</p>	<p><u>Lost and Found</u></p> <p>Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p> <p>Use future tense, orally, e.g. when making a prediction.</p> <p>Describe characters orally using vocabulary provided.</p> <p>Describe character feelings orally using vocabulary provided,</p> <p>Recite rhymes and poems by heart and</p>	<p><u>Peter Rabbit</u></p> <p>Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p> <p>Use future tense, orally, e.g. when making a prediction.</p> <p>Describe characters orally using vocabulary provided.</p> <p>Describe character feelings orally using vocabulary provided,</p> <p>Recite rhymes and poems by heart and</p>	<p><u>Boris</u></p> <p>Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p> <p>Provide simple oral explanations, e.g. explaining a simple process using the joining word because.</p> <p>Use future tense, orally, e.g. when making a prediction.</p> <p>Describe characters orally using vocabulary provided.</p>	<p><u>Nobot</u></p> <p>Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p> <p>Use future tense, orally, e.g. when making a prediction.</p> <p>Describe characters orally using vocabulary provided.</p> <p>Describe character feelings orally using vocabulary provided,</p> <p><u>Robot Rumpus</u></p> <p>Recite rhymes and</p>

	<p>when, why and how</p> <p>Present simple information to an audience.</p>	<p>Describe characters orally using vocabulary provided.</p> <p><u>Instructions</u> Use present tense orally eg instructions</p> <p>Present simple information to an audience.</p>	<p>perform to an audience</p> <p><u>NCR</u> Use present tense orally</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p> <p>Present simple information to an audience.</p>	<p>perform to an audience</p> <p><u>Author Study</u> Use present tense orally</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p>	<p>Describe character feelings orally using vocabulary provided,</p> <p><u>NF Booklets</u> Use present tense orally</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p> <p>Present simple information to an audience.</p>	<p>poems by heart and perform to an audience</p>
<p><u>Art</u> <u>Vocab:</u> DRAWING Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.</p> <p>OTHER TOPICS Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.</p> <p>about the work of a range of artists, craft makers and designers</p>		<p>Drawing - 6 sessions (3 Weeks) form, line, patterns, shape, texture, tone - Louis Wain</p> <p>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</p> <p>FORMAL ELEMENTS OF ART UNIT</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Painting and Colour - 6 sessions (2 Weeks) Colour - Kandinsky Develop skill and control when painting. Paint with expression</p> <p>Remember the primary colours and how to mix them to create secondary colours.</p> <p>Create shades of a colour and choose and justify colours for purpose</p> <p>ART AND DESIGN SKILLS to develop a wide range of art and design techniques in using colour, pattern, texture,</p>		<p>Collage - 6 sessions (2 Weeks) APPLY DRAWING AND PAINTING SKILLS WITHIN THIS UNIT LANDSCAPES USING DIFFERENT MEDIA Previous- Painting skills and drawing covered in this unit</p> <p>to use a range of materials creatively to design and make products</p>	

describing the differences and similarities between different practices and disciplines, and making links to their own work.			line, shape, form and space			
DT	<p><u>Food - to be taught as a food week</u> talk about what he/she eats at home and begin to discuss what healthy foods are</p> <p>say where some food comes from and give examples of food that is grown</p> <p>Use simple tools to help prepare food safely - Cut, peel, grate, chop a range of ingredients.</p> <p><u>Resources</u> Projects on a page – Preparing fruits and vegetables Year 1 and 2 LCC – spring 1 Growth and green fingers <u>To make-</u> Fruit salad/fruit kebabs</p>			<p><u>Mechanisms - 6 sessions</u> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><u>Resources</u> Moving Pictures – DT association Projects on a page – year 1 and 2 – Sliders and levers Mechanisms A slider is a rigid bar which moves backwards and forwards in a straight line. A slot is a hole through which a lever is placed to enable a lever to move.</p> <p>A guide is a short piece of cardboard used to keep the slider in place and control movement. Design, Make, Evaluate - on CM</p>		
RE 1 lesson a week	1.1 Harvest 1.2 God and Creation	1.2 God and Creation 1.3 Christmas (2 weeks)	1.4 Jesus was Special	1.5 Easter	1.7 Why is Baptism Special?	1.9 My World, Jesus' World
PE 1 lesson a week FMS -	Games	Games	Dance - Weather	Gymnastics	<ul style="list-style-type: none"> Athletics 	<ul style="list-style-type: none"> Games

<p>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</p> <p><u>H&S -</u></p> <p>know the importance of and effect of physical activity</p> <p>Know how to use equipment safely</p>	<ul style="list-style-type: none"> - Spatial awareness in motion - Maintaining balance in motion - Ball skills 	<ul style="list-style-type: none"> - Carrying and balancing equipment - Developing throwing and catching and striking and kicking - Moving balls with accuracy and control - Demonstrating skills for dribbling - Engaging in team games 	<ul style="list-style-type: none"> - Create dance phrases - Whole class performance 	<ul style="list-style-type: none"> - Exploring space safely - Utilise different points when balancing - Creating tall, small, wide and flat shapes - Small performance including rolls 	<ul style="list-style-type: none"> • Builds on skills covered in previous Games lessons 	<ul style="list-style-type: none"> • Attacking and defending in game situations - quick movements to avoid defenders
<p><u>PSHE</u></p> <p>1 lesson a week (except September focus)</p>	<p>September Focus</p> <p>Unit 1: Ourselves, Growing and Changing</p> <p>Unit 2: Keeping Safe, Shared Responsibilities, Media Literacy and Digital Resilience, Safe Relationships</p> <p>Unit 3: Managing hurtful behaviour and bullying, Respecting self and others</p>		<p>Health and Wellbeing: Healthy Lifestyles (Physical and Mental Wellbeing)</p> <p>Right Start Road Safety Training</p>	<p>Living in the Wider World: Shared Responsibilities</p> <p>Economic Wellbeing: Aspirations, work and career</p>	<p>Relationships: Families and Close Positive Relationships</p>	<p>Relationships: Safe Relationships</p>
<p><u>Computing</u></p>	<p>Introduction to Purple Mash</p> <p>Creative Computing</p>			<p>Data Explorers</p>	<p>Coding</p>	
<p><u>Music</u></p>	<p>Timbre and rhythmic patterns (Theme: Fairytales)</p>			<p>Pitch and tempo (Theme: Superheroes)</p>	<p>Musical Vocabulary (Theme: Under the sea)</p>	<p>Pulse and rhythm (Theme: All about me)</p>
<p><u>Maths Unit</u></p>	<ul style="list-style-type: none"> - Number and Place Value 	<ul style="list-style-type: none"> - Sequencing and sorting 	<ul style="list-style-type: none"> - Number and Place Value 	<ul style="list-style-type: none"> - Measurement (length and 	<ul style="list-style-type: none"> - Number and place value 	<ul style="list-style-type: none"> - Time - Multiplication

	<ul style="list-style-type: none"> - Number and Place Value - Measurement - length and mass/weight - Addition and subtraction - Addition and subtraction and statistics - Geometry 	<ul style="list-style-type: none"> - Fractions - Fractions, capacity and volume - Money - Time - Assess and review 	<ul style="list-style-type: none"> - Measurement (mass/weight) - 2D and 3D shape - Counting and money - Multiplication - Division 	<ul style="list-style-type: none"> - mass/weight) - Addition and subtraction (in the context of measures) - Fractions - Position and direction (with time) - Time - Assess and review 	<ul style="list-style-type: none"> - Addition and subtraction and statistics - Capacity and volume - Fractions - Position and direction and time - 2D and 3D shape 	<ul style="list-style-type: none"> - and division - Subtraction (difference) in the context of measurement and statistics - Measurement (length and mass/weight) - Sorting and sequencing - Assess and Review
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