



# MEDIUM TERM CURRICULUM MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



### YEAR 1

### Autumn 2025-2026

In order to help our pupils **'KNOW MORE and REMEMBER MORE'** we revisit knowledge that has been taught in a variety of ways. Each lesson starts with reviewing prior learning, including games, quizzes and recaps; throughout each theme teachers regularly recap significant knowledge and at the end of each half term, pupils play the 'SJF Know More, Remember More Gameshow/Quiz'. This informs teachers' assessments, whilst also helping to move the significant knowledge (from each theme taught in each year group) into the long-term memory of each pupil.

Helping to embed that significant knowledge.

English		Maths	
Autumn 1	Autumn 2	Autumn 1	Autumn 2
Fiction Traditional tale Narrative Wishing story	Non-Fiction Writing Instructions Poetry Acrostic	Number: Place Value within 10	Number: Addition and Subtraction within 10 Geometry: Shape

### Subject Curriculum coverage

Subject and Topic	Significant Skills	Significant Knowledge
Religious Education	Recognise in an age-appropriate way that the Church teaches that all that is, comes from God, our Father, who made heaven and Earth. Recognise that though people cannot see God, they can sense his presence through the awe and wonder experienced in the beauty and order of Creation. Express a response to a poem about God's gift of Creation Reflect on different ways to pray. Reflect on what the words of the Our Father and the opening words of the Creed say to them. Describe some ways the environment is being harmed and helped in another part of the world Recognise that prayer is a way of drawing closer to God. Sequence the accounts from the Annunciation through to the visit of the shepherds. Match the first words of the Hail Mary with the words of the Angel Gabriel. Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son. Recognise some key elements of the Nativity story shown in art Recognise that angels bring God's message and are a sign that Jesus is the Son of God. Talk about why the shepherds saw angels when Jesus was born. Think about why the words of the angels are in the 'Hail Mary' and the beginning of the	Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels. Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians. Know that the Hail Mary is Mary's special prayer. Know the story of Creation, The Annunciation and Nativity. Pope Francis wrote a letter, called <i>Laudato Si'</i> , about the gift of Creation and the importance of taking care of the world as it is everyone's home. Know Our Father.



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	<p>'Gloria'. Make links between the angels' words and songs of celebration. Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.</p>	
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Science	<p>Perform simple tests and draw conclusions based on the observations made.</p> <p>Sort objects into the materials they are made from.</p> <p>Test the durability, transparency and absorbance of a range of materials and suggest suitable uses for these in everyday objects.</p> <p>Use simple equipment when performing tests.</p> <p>Record data on a table.</p>	<p><b>Materials:</b></p> <p>Recognise the importance of working in a safe science environment.</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Explain what everyday material objects are made from.</p> <p>Recognise ways we can reuse and recycle materials.</p> <p>Group objects based on their properties.</p> <p><b>Seasonal Change:</b></p> <p>What is the weather like in autumn?</p> <p>What must we do to adapt to the weather in autumn?</p>
History	<p>Know where the people and events they study fit within a chronological framework.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Develop enquiry skills to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Know and understand key features of an event beyond living memory that are nationally.</p>	<p>Explore the lives and achievements of significant individuals from the health care in the past - Mary Seacole, Florence Nightingale, Marie Curie &amp; Louis Pasteur.</p> <p>Learning about their lives and impact e.g. on nursing, medicine and health care.</p> <p>Learning to look after ourselves and our world.</p> <p>Make comparisons between nursing then and now.</p> <p>Who Florence Nightingale was, her early life, what impact she had during the Crimean War and on nursing.</p> <p>The changes Florence Nightingale initiated. Identify how their achievements have impacted our lives today.</p> <p>Use our 'equalities texts' to learn about black history and key individuals during this period in history.</p>
Geography	<p>Use basic vocabulary to name human features (town, city, village, house, post office, school).</p> <p>Compare local areas based on size and amenities.</p> <p>Use first hand experiences, maps and other sources to identify landmarks, human and physical features.</p> <p>Compare similarities and differences in two different areas.</p>	<p>Name and locate the nations in the United Kingdom.</p> <p>Name landmarks that are unique to our local area.</p> <p>Begin to describe the location of areas on a map.</p> <p>Recognise the difference between human and physical features and can give examples.</p> <p>Name different types of weather and link them to the seasons they may take place in.</p> <p>Name the four seasons and the months of the year they take place.</p>



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Computing	<p><b>Improve mouse skills</b></p> <p>Learning how to explore and tinker with hardware to find out how it works.</p> <p>Learning where keys are located on the keyboard.</p> <p>Using a basic range of tools within graphic editing software.</p> <p>Developing control of the mouse through dragging, clicking and resizing of images to create different effects.</p> <p>Developing understanding of different software tools.</p> <p>Recognising devices that are connected to the internet.</p> <p>Logging in and out and saving work on their own account.</p> <p><b>Online Safety</b></p> <p>Recognising devices that are connected to the internet.</p> <p>Understanding that we are connected to others when using the internet.</p> <p>Understanding some of the ways we can use the internet.</p> <p>When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable.</p> <p>Understanding how to interact safely with others online.</p> <p>Recognising how actions on the internet can affect others.</p> <p>To be able to recognise what a digital footprint is and how to be careful about posting online.</p>	<p><b>Improve mouse skills</b></p> <p>“log in” and “log out” means to begin and end a connection with a computer</p> <p>A computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art.</p> <p>Passwords are important for security and to keep us safe.</p> <p><b>Online Safety</b></p> <p>Know that the internet is many devices connected to one another.</p> <p>Know what to do if you feel unsafe or worried online – tell a trusted adult.</p> <p>Know that people you do not know on the internet (online) are strangers and are not always who they say they are.</p> <p>Know that to stay safe online it is important to keep personal information safe.</p> <p>Know that ‘sharing’ online means giving something specific to someone else via the internet and ‘posting’ online means placing information on the internet.</p>



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<b>Art</b>	<p>Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens.</p> <p>Develop observational skills to look closely and reflect surface texture through mark making.</p> <p>Explore mark-making using a range of tools</p> <p>Create a diverse and purposeful range of marks through experimentation, building skills and vocabulary.</p> <p>Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces.</p> <p>Describe and compare features of their own work and others artwork</p>	<p>An outline is a joined up line that shows a 2D shape.</p> <p>Drawing tools create different marks and lines.</p> <p>Texture means 'what something feels like'.</p> <p>Different marks can be used to represent the textures of objects.</p> <p>Different drawing tools make different marks.</p> <p>Things we see have darker and lighter areas.</p>
<b>Design &amp; Technology</b>	<p>Learning the importance of a clear design criteria.</p> <p>Including individual preferences and requirements in a design.</p> <p>Making stable structures from card, tape and glue.</p> <p>Learning how to turn 2D nets into 3D structures.</p> <p>Following instructions to cut and assemble the supporting structure of a windmill.</p> <p>Making functioning turbines and axles which are assembled into a main supporting structure.</p>	<p>Understand that the shape of materials can be changed to improve the strength and stiffness of structures.</p> <p>Understand that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses).</p> <p>Understand that axles are used in structures and mechanisms to make parts turn in a circle.</p> <p>Begin to understand that different structures are used for different purposes.</p> <p>Know that a structure is something that has been made and put together.</p>
<b>Physical Education</b>	<p><b>Dance</b></p> <p>Link travelling and jumping movements together.</p> <p>Spread body weight evenly to remain balanced.</p> <p><b>Games</b></p> <p>Children will develop their spatial awareness and ability to move confidently and safely in their own general space.</p> <p>Explore running, jumping and throwing activities, and take part in simple challenges and competitions.</p> <p>Experiment with different ways of travelling, throwing and jumping, increasing awareness of speed and distance.</p>	<p><b>Dance</b></p> <p>Move forwards and backwards using my senses.</p> <p>Use different body parts to create different moves.</p> <p>Recognise what to do before moving into a different space.</p> <p><b>Games</b></p> <p>Travel in multiple ways including skipping, jumping and sliding.</p> <p>Understand the importance of warming up.</p> <p>Recognise which body parts we can use to stop a moving ball.</p> <p>Recognise where our hands need to be when catching a ball.</p>



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<b>Music</b>	<p><b>Keeping the pulse (Theme: My favourite things)</b></p> <p>Clap the rhythm of their name in time to the pulse.</p> <p>Sway or tap in time to the pulse.</p> <p>Sing a rhythm in time with the pulse.</p> <p>Copy rhythms based on word patterns using an instrument.</p> <p>Keep the pulse while playing a rhythm on an instrument.</p> <p>Follow instructions during a performance</p> <p><b>Tempo (Theme: Snail and mouse)</b></p> <p>Demonstrate slow and fast with their bodies and voices.</p> <p>Demonstrate slow and fast beats while saying a rhyme and using an instrument.</p> <p>Perform a song using a singing voice.</p> <p>Perform with an instrument.</p> <p>Observe others and move, speak, sing and play appropriately.</p> <p>Sing in time from memory, with some accuracy.</p> <p>Keep a steady pulse.</p> <p>Move, speak, sing and play demonstrating slow and fast beats.</p>	<p><b>Keeping the pulse (Theme: My favourite things)</b></p> <p>Notation is read from left to right.</p> <p>Pictorial representations of rhythm show sounds and rests.</p> <p>Pulse is the heartbeat of the music; sometimes called the 'beat'.</p> <p><b>Tempo (Theme: Snail and mouse)</b></p> <p>Beats can be fast and slow.</p> <p>Instruments and singing can show fast and slow beats</p> <p>Music, my voice and my body can reflect different music speeds.</p>
<b>PSHE &amp; Relationships, Sex Education</b>	<p>Listen respectfully when others are speaking.</p> <p>Share ideas about differences and similarities.</p> <p>Take turns to speak.</p> <p>Respect each other's privacy.</p> <p>Only use names when giving compliments or being positive.</p> <p>Actively engage with story, activities and discussions.</p> <p>Recall and articulate learning.</p>	<p>Know that our feelings may change.</p> <p>Know why the classroom is a safe place to learn.</p> <p>Give examples of the ways I am similar and different to other people.</p> <p>Identify ways of being kind and helpful to others</p> <p>Know we are created and loved by God.</p> <p>Know we are uniquely created individuals who Jesus wants to be friends with.</p>