



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 1

Autumn 2026-2027

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.

<u>English</u>		<u>Maths</u>	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>
Non-Fiction Labels, Lists and Captions Fiction Everyday Adventures	Non-Fiction Recount / letter FN MS Fiction Traditional Tale Poetry List Poems	Previous Reception experiences and counting within 100 Pupils count within 100 in different ways	Comparison of quantities and part-whole relationships Numbers 0 - 5

Year 1	Foundation Subjects Curriculum coverage		Autumn 2026
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	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.	



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	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 '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.	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.	
Science	Perform simple tests and draw conclusions based on the observations made. Sort objects into the materials they are made from. Test the durability, transparency and absorbance of a range of materials and suggest suitable uses for these in everyday objects. Use simple equipment when performing tests. Record data on a table.	Materials: Recognise the importance of working in a safe science environment. Distinguish between an object and the material from which it is made. Explain what everyday material objects are made from. Recognise ways we can reuse and recycle materials. Group objects based on their properties. Seasonal Change: What is the weather like in autumn? What must we do to adapt to the weather in autumn?	



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History	Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. 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. Develop an awareness of the past, using common words and phrases relating to the passing of time. Know and understand key features of an event beyond living memory that are nationally.	Explore the lives and achievements of significant individuals from the health care in the past - Mary Seacole, Florence Nightingale, Marie Curie & Louis Pasteur. Learning about their lives and impact e.g. on nursing, medicine and health care. Learning to look after ourselves and our world. Make comparisons between nursing then and now. Who Florence Nightingale was, her early life, what impact she had during the Crimean War and on nursing. The changes Florence Nightingale initiated. Identify how their achievements have impacted our lives today. Use our 'equalities texts' to learn about black history and key individuals during this period in history.	
Geography	Use basic vocabulary to name human features (town, city, village, house, post office, school). Compare local areas based on size and amenities. Use first hand experiences, maps and other sources to identify landmarks, human and physical features. Compare similarities and differences in two different areas.	Name and locate the nations in the United Kingdom. Name landmarks that are unique to our local area. Begin to describe the location of areas on a map. Recognise the difference between human and physical features and can give examples. Name different types of weather and link them to the seasons they may take place in. Name the four seasons and the months of the year they take place.	
Computing	Improve mouse skills Learning how to explore and tinker with hardware to find out how it works. Learning where keys are located on the keyboard. Using a basic range of tools within graphic editing software. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools. Recognising devices that are connected to the internet. Logging in and out and saving work on their own account. Online Safety Recognising devices that are connected to the internet. Understanding that we are connected to others when using the internet. Understanding some of the ways we can use the internet.	Improve mouse skills "log in" and "log out" means to begin and end a connection with a computer A computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art. Passwords are important for security and to keep us safe. Online Safety Know that the internet is many devices connected to one another. Know what to do if you feel unsafe or worried online – tell a trusted adult. Know that people you do not know on the internet (online) are strangers and are not always who they say they are. Know that to stay safe online it is important to keep personal information safe. Know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.	



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	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. Understanding how to interact safely with others online. Recognising how actions on the internet can affect others. Able to recognise what a digital footprint is and how to be careful about posting online.		
Art	Generating ideas: Explore their own ideas using a range of media. Using sketchbooks: Use sketchbooks to explore ideas. Making skills: Developing some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look more closely. Knowledge of artists: Understand how artists choose materials based on their properties in order to achieve certain effects. Evaluating and analysing: Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Making skills: Drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing. Drawing and combining geometric shapes. Identifying known shapes (in different sizes and orientations) in objects, scenes or images they wish to draw. Recognising that applying more pressure when drawing or colouring, gives a darker tone. Creating an area with a single, consistent tone when colouring/shading. Demonstrating a growing spatial awareness to represent the position and size of objects e.g. grounded trees.	
Design & Technology	Design Stating what they intend to make and why – identifying the purpose. Talking about ideas, with purpose and user in mind. Using basic drawing skills to communicate ideas. Make Choosing between a small number of materials, ingredients or components. Explaining their choices based on personal experiences. Explaining in simple terms why certain tools must be handled carefully. Following and recalling simple safety instructions. Using a straightedge to draw a straight line.	Design Know Drawings are a way to explain ideas. Make Know Choosing different materials or components will affect what the product does or looks like. The names of common pieces of equipment. Following instructions helps with safety. Spacing cuts or marks evenly can be useful. Texture is how something feels.	



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	Beginning to use objects with a fixed width or length to create even spacing of markings or cuts. (e.g. a lolly stick). Using a large plastic needle and large-weave embroidery fabric to begin to create a running stitch. Applying masking tape to fix something in place or join to edges. Adding texture to create visual interest. Evaluate Saying what they like about their peers' designs and products. Accepting feedback and understanding it is meant to improve their work. Technical knowledge Discussing fabric properties. Threading large needles. Rehearsing sewing techniques with large needles and thick thread, like wool. Sewing a running stitch in large-weave embroidery fabric or hessian. Creating patterns and following them with stitching. Spacing stitches evenly.	Evaluate Know: Their ideas or products can be made better. Their final product might be different to their original idea. Their ideas can make someone else's work better. Other people's ideas can help make their work better. Technical knowledge Know: Evenly spaced stitches help when following a pattern.
Physical Education	Dance Link travelling and jumping movements together. Spread body weight evenly to remain balanced. Games Children will develop their spatial awareness and ability to move confidently and safely in their own general space. Explore running, jumping and throwing activities, and take part in simple challenges and competitions. Experiment with different ways of travelling, throwing and jumping, increasing awareness of speed and distance.	Dance Move forwards and backwards using my senses. Use different body parts to create different moves. Recognise what to do before moving into a different space. Games Travel in multiple ways including skipping, jumping and sliding. Understand the importance of warming up. Recognise which body parts we can use to stop a moving ball. Recognise where our hands need to be when catching a ball.



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Music	OFF WE GO Be familiar with Mini Musicians songs 1 and 2. Have had opportunities to sing alone. Play simple melodies on chime bars (or other tuned percussion instruments), following colour and/or letter patterns. Demonstrate they can feel the beat by performing movements and/or playing untuned percussion instruments to music. OPPOSITES Be familiar with all three Mini Musicians songs. Have had opportunities to sing alone. Play simple tuned percussion melodies following colour and/or letter patterns. Demonstrate they can feel the beat by performing movements and/or playing untuned percussion instruments to music. Recognise and respond to contrasts in music, e.g. fast/slow, quiet/loud and describe them using appropriate vocabulary. Have begun to develop an understanding of rhythm and how it matches the pattern of the words in a song.	OFF WE GO Be familiar with Mini Musicians songs 1 and 2. Play simple melodies on chime bars (or other tuned percussion instruments), following colour and/or letter patterns. Demonstrate they can feel the beat by performing movements and/or playing untuned percussion instruments to music. OPPOSITES Be familiar with all three Mini Musicians songs. Play simple tuned percussion melodies following colour and/or letter patterns. Demonstrate they can feel the beat by performing movements and/or playing untuned percussion instruments to music. Recognise and respond to contrasts in music, e.g. fast/slow, quiet/loud and describe them using appropriate vocabulary. Have begun to develop an understanding of rhythm and how it matches the pattern of the words in a song.	
PSHE & Relationships, Sex Education	Listen respectfully when others are speaking. Share ideas about differences and similarities. Take turns to speak. Respect each other's privacy. Only use names when giving compliments or being positive. Actively engage with story, activities and discussions. Recall and articulate learning.	Know that our feelings may change. Know why the classroom is a safe place to learn. Give examples of the ways I am similar and different to other people. Identify ways of being kind and helpful to others. Know we are created and loved by God. Know we are uniquely created individuals who Jesus wants to be friends with.	