



YEAR 1

MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 1

Spring 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	
Spring 1	Spring 2	Spring 1	Spring 2
Non-fiction Information report Fiction Finding tale	Non-Fiction Recount / Diary Fiction Journey tale Poetry Senses	Number: Place Value within 20 Number: Addition and Subtraction within 20	Number: Place Value within 50 Measurement: Length and height Measurement: Mass and Volume

Year 1	Foundation Subjects Curriculum coverage		Spring 2025-2026
Subject and Topic	Significant Skills	Significant Knowledge	
Religious Education	From Galilee to Jerusalem Retell a Bible story in their own words, pictures, drama, or role-play Sequence events from stories about Jesus Identify and describe people who meet Jesus Imagine how people felt when they met Jesus Reflect on how Jesus' actions affected others Express ideas through drawing, writing, discussion, or creative work Make simple links between Bible stories and their own lives Think about how they can show kindness and bring happiness to others Share personal reflections about "Good News" Participate respectfully in discussion about religious stories and celebrations Desert To Garden	From Galilee to Jerusalem Luke is the writer of these stories and they are found in the Bible Jesus is special and recognised as special by people he meets Simeon and Anna meet Jesus in the Temple and recognise him as a light for all people The Presentation in the Temple is celebrated by Christians as Candlemas Jesus brings God's Good News of love, hope, and care for others Jesus is described as a "light" for all people People's lives can change after meeting Jesus (e.g. Zacchaeus) Christians today try to share God's love through kindness and helping others Organisations like CAFOD help people in need as part of living out this Good News Desert To Garden Lent is a special time when Christians prepare for Easter Ashes are used on Ash Wednesday as a sign of a new start	



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	<p>Recognise links between Bible stories and Christian practices</p> <p>Make simple connections between Jesus' actions and Christians' actions today</p> <p>Sequence events from the last week of Jesus' life</p> <p>Reflect on choices such as fasting, giving, and helping others</p> <p>Express understanding through drawing, writing, role-play, poetry, music, or discussion</p> <p>Ask "I wonder" questions about Bible stories</p> <p>Talk about feelings shown by Jesus and other people in the stories</p> <p>Compare images, music, or artwork linked to Lent, Holy Week, and Easter</p> <p>Share ideas respectfully with a partner or group</p> <p>Suggest practical ways they could help others</p>	<p>Jesus spent forty days in the desert praying and fasting</p> <p>Christians pray, fast, and give during the forty days of Lent</p> <p>Jesus taught that giving to others is important (the widow's mite)</p> <p>Fasting can help others, for example through CAFOD Family Fast Day</p> <p>Holy Week is the last week of Jesus' life</p> <p>Key events of Holy Week include: Jesus' entry into Jerusalem, The Last Supper, The Crucifixion, The Resurrection</p> <p>The Church teaches that Jesus suffered, died, and rose again</p> <p>Angels bring God's message and show that Jesus is alive</p> <p>Christians around the world celebrate Lent, Holy Week, and Easter in different ways</p>
Science	<p>Animals including humans</p> <p>Ask questions based on previous learning.</p> <p>Use observations of animals first hand to identify and compare features of their body.</p> <p>Use senses to describe different textures, sounds and smells.</p> <p>Use labels to identify parts of the body.</p> <p>Observe, recognise and describe changes from Autumn to Winter</p>	<p>Animals including humans</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 by what they eat (carnivores, herbivores and omnivores).</p> <p>Describe and compare the structure of a variety of common animals, including pets.</p> <p>Identify, name, draw and label the basic parts of the human body.</p> <p>Locate which part of the body is associated with each sense.</p> <p>Describe the number of hours of sunlight, changes in weather, clothing and animals.</p>
History	<p>Flight of the navigators</p> <p>Pupils use common words and phrases relating to the passing of time.</p> <p>Compare and identify similarities and differences between life now and the past.</p> <p>Ask questions based on our previous learning.</p> <p>Use a wide range of vocabulary relating to 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>Flight of the navigators</p> <p>Know key words to describe the passing of time (past, present, today, tomorrow, yesterday, before, after).</p> <p>Name key modes of flight.</p> <p>Name important figures in early aviation, including The Wright Brothers, Bessie Coleman and Amy Johnson.</p> <p>Know how flight changed the world.</p>
Geography	<p>Once upon a season</p> <p>Use basic vocabulary to name weather types.</p> <p>Compare the weather in multiple locations around the world.</p> <p>Use first hand experiences, maps and other sources to identify landmarks, human and physical features.</p> <p>Compare daily weather patterns.</p> <p>Measure daily rainfall and sunshine hours.</p> <p>Locate the United Kingdom and a world map.</p> <p>Locate the 4 countries of UK on a map.</p>	<p>Once upon a season</p> <p>Name the four seasons and the months of the year they take place.</p> <p>Know that we live in the United Kingdom.</p> <p>Name the 4 countries of the UK.</p> <p>Name different types of weather and link them to the seasons they may take place in.</p> <p>Know the four compass points.</p> <p>Know the difference between human and physical features and can give examples.</p> <p>Give examples of hot and cold places on Earth.</p>
Computing	<p>Programming 1: Algorithms unplugged</p> <p>Recognising that some devices are input devices and others are output devices.</p> <p>Learning that decomposition means breaking a problem down into smaller parts.</p> <p>Using decomposition to solve unplugged challenges.</p> <p>Developing the skills associated with sequencing in unplugged activities.</p> <p>Following a basic set of instructions.</p> <p>Assembling instructions into a simple algorithm.</p> <p>Learning to debug instructions when things go wrong.</p>	<p>Programming 1: Algorithms unplugged</p> <p>Understand that an algorithm is when instructions are put in an exact order.</p> <p>Understand that decomposition means breaking a problem into manageable chunks and that it is important in computing.</p> <p>Understand that decomposition means breaking a problem into manageable chunks and that it is important in computing.</p> <p>Know that we call errors in an algorithm 'bugs' and fixing these 'debugging'.</p>



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	<p>Learning to debug an algorithm in an unplugged scenario.</p> <p>Creating media: Digital imagery Learning how to explore and tinker with hardware to find out how it works. Learning where keys are located on the keyboard. Learning how to operate a camera to take photos and videos. Developing the skills associated with sequencing in unplugged activities. Using a basic range of tools within graphic editing software. Taking and editing photographs. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools. Searching and downloading images from the internet safely. 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>Creating media: Digital imagery Understand that holding the camera or device still and considering angles and light are important to take good pictures. Know that you can edit, crop and filter photographs. Know how to search safely for images online.</p>
Art	<p>Explore own ideas using a range of media. Use sketchbooks to explore ideas. Roll and fold paper; cut shapes from paper and card. Cut and glue paper to make 3D structures. Develop control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place. Describe and compare features of own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people</p>	<p>Know paper can change from 2D to 3D by folding, rolling and scrunching it. Know that three dimensional art is called sculpture. Know paper can be shaped by cutting and folding it. Some artists are influenced by things happening around them. Artists living in different places at different times can be inspired by similar ideas or stories. Artists choose materials that suit what they want to make. Art is made in different ways. Art is made by all different kinds of people.</p>
Design & Technology	<p>Using a template to create a design for a puppet. Cutting fabric neatly with scissors. Using joining methods to decorate a puppet. Sequencing steps for construction. Reflecting on a finished product, explaining likes and dislikes.</p>	<p>Know that 'joining technique' means connecting two pieces of material together. Know that there are various temporary methods of joining fabric by using staples, glue or pins. Understand that different techniques for joining materials can be used for different purposes. Understand that a template (or fabric pattern) is used to cut out the same shape multiple times. Know that drawing a design idea is useful to see how an idea will look.</p>
Physical Education	<p>Games Find space by using senses. Throw under arm by swinging back before releasing. Throw over arm by releasing the ball at the correct time. Strike a ball with a bat/racket by looking at the moving ball and aiming before hitting.</p> <p>Dance Experiment with different ways of travelling, jumping and increasing awareness of speed and distance. Develop spatial awareness and ability to move confidently and safely in general space. Create a dance sequence by using a beginning, middle and end. Change speed throughout sequences.</p>	<p>Games Recognise different body parts, the way they can move and how we can use them in different sports and activities. Know that when throwing/hitting accurately they should look at the target and aim. Know how to hold a racket or a bat safely and correctly.</p> <p>Dance Recognise the importance of warming up, stretching and cooling down. Recognise the importance of staying hydrated while exercising. Name the human senses and use them when finding space. Know how to begin and end a dance routine by standing still. Identify how many counts each movement should last (eight).</p>



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Music	<p>Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy). Identifying some common instruments when listening to music. Relating sounds in music to real world experiences (e.g. 'It sounds like squelching mud'). Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Appreciating music from a wide variety of cultures and historical periods. Recognising and naming the following instruments: up to three instruments from <u>Groups A and B</u>. Stating what they enjoyed about their peers' performances.</p> <p>Creating sound Developing an awareness of how sound is affected by the way an instrument is held. (<u>Groups A, B and C</u>.) Using instruments imaginatively to create soundscapes which convey a sense of place. (<u>Group B</u>.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (<u>Group A</u>.) Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments.</p> <p>Notation Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>Composing and improvising Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher).</p> <p>Performing Offering positive feedback on others' performances. Showing awareness of the leader, particularly when starting or ending a piece. Keeping instruments still until their part in the performance.</p>	<p>Know that: Sections of music can be described as loud, quiet or silent and the meaning of these terms. Notation is read from left to right.</p>
PSHE & Relationships, Sex Education	<p>Engage with discussion questions about the story and draw parallels with special people in their own nuclear/wider family and friends. Reflect on and take part in activities about their own networks of special people Take part in group discussions and votes. Reflect on and take part in activities about what makes a good or bad friend. Interact with the film and group discussions. Reflect on their own experiences of unkindness. Engage in discussions on the differences between 'good' and 'bad' secrets</p>	<p>Identify 'special people' (their parents, carers, friends, parish priest) and what makes them special. Know the importance of nuclear and wider family. Know the importance of being close to and trusting special people and telling them if something is troubling them. Know how their behaviour affects other people, and that there is appropriate and inappropriate behaviour. Know the characteristics of positive and negative relationships. Know about different types of teasing, and that all bullying is wrong and unacceptable.</p>



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	<p>Engage with the PANTS teaching and activities</p> <p>Take part in discussions around different kinds of touch</p> <p>Understand that in an emergency, they (or an adult) should call 999 and ask for an ambulance, police and/or fire brigade.</p> <p>Understand that First Aid can be used in many situations where an ambulance is not required, and demonstrate understanding of basic First Aid.</p>	<p>Recognise when they have been unkind and say sorry.</p> <p>Recognise when people are being unkind to them and others and how to respond.</p> <p>Know that when we are unkind to others, we hurt God also and should say sorry to Him as well.</p> <p>Know that we should forgive like Jesus forgives.</p> <p>Know that they are entitled to bodily privacy.</p> <p>Know that there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.</p> <p>Know the difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them.</p> <p>Know how to resist pressure when feeling unsafe.</p> <p>Know that medicines are drugs, but not all drugs are good for us and alcohol and tobacco are harmful substances.</p> <p>Know that our bodies are created by God, so we should take care of them and be careful about what we consume</p> <p>Know what is and isn't an emergency and that in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade</p> <p>Know that if they require medical help but it is not an emergency, basic First Aid should be used instead of calling 999</p> <p>Know some basic principles of First Aid.</p>