



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 1

Summer 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	
Summer 1	Summer 2	Summer 1	Summer 2
Non-fiction Instructions - How to make a paper doll Fiction Adventure Tale Poetry "In a Wizard's Pocket..."	Fiction Journey tale Non-Fiction Instructions - How To Make A Treasure Map Non-chronological report	Number: Multiplication and division Number: Fractions	Geometry: Position and direction Number: Place value within 100 Measurement: Money Measurement: Time

Year 1	Foundation Subjects Curriculum coverage		Summer 2025-2026
Subject and Topic	Significant Skills	Significant Knowledge	
Religious Education	<p>Understand - Retells the story of Pentecost and identifies key symbols (wind, fire and dove). Recognize symbols, stories, and practices from another faith and compare them to their own Catholic traditions.</p> <p>Discern - Reflects on how the Holy Spirit might help them be brave or kind in their daily life. Ask questions about why people believe different things and how those beliefs make them act</p> <p>Respond - Expresses through art, drama, or prayer their own place within the "family of the Church." Express how they can show respect and friendship to people who have different beliefs or come from different backgrounds.</p>	<p>Listening to the story of the Ascension; Hearing the account of Pentecost; Learning about the Apostles and their mission to tell everyone about Jesus; Understanding that Jesus is still with us through the Holy Spirit; Recognising that the Church is a global family that started with the first disciples; Exploring how we can be witnesses and share God's love today; Learning that the Holy Spirit gives us gifts to help others; Using the colour red to symbolize the Holy Spirit; Participating in prayers and songs that celebrate the birthday of the Church (Pentecost).</p> <p>Ascension: Jesus going up to Heaven. Pentecost: The day the Holy Spirit came down. Apostles: The special friends of Jesus who spread his message. Witness: Someone who shows others what God is like through their actions Understanding that we are all part of one human family created by God. Introduction to Islam and Judaism</p>	



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			Learning that people work together for the common good of our world. Hear stories where Jesus showed kindness to those who were different or to teach the value of welcome.
Science	<p>Apply observation skills to identify evergreen and deciduous trees. Compare parts of trees. Grouping trees based on their leaves. Ask questions based on previous learning. Use senses to describe different textures, sounds and smells. Observe, recognise and describe changes from spring to summer. Perform simple tests and draw conclusions based on the observations made. Record data on tables.</p>		<p>Recognise the importance of working in a safe science environment. Define deciduous and evergreen trees. Name common trees and identify if they are deciduous or evergreen. Name key parts of a plant including trees. Name common trees based on their leaves. Explain the role of each part of a plant.</p>
History	<p>Toys Understand that the past has already happened. Develop enquiry skills to ask questions and learn information about toys. Explain how we can find out about the past. Use words relating to the passing of time. Ask and answer simple questions about toys from the past. Compare old and new toys, identifying similarities and differences. Use full sentences to express comparisons (e.g. "This toy is older because..."). Use sources (photos, books, objects and people) to find out about old toys.</p>		<p>Toys Know common words and phrases relating to the passing of time (past, present, now, then, long ago, before, after, old, new, yesterday, today, tomorrow) Name common toys from the past and present. Know what toys were like when their parents and grandparents were children. Know that some toys have stayed the same or are similar to those from long ago. Know that Victorian toys were often handmade and made from wood or metal. Know that many toys now are made from plastic and mass production. Know that in the past, children played with simple toys like wooden dolls or toy cars and now we have toys that can move, talk and light up using batteries or computers. Know what a museum is and that we can see old toys in museums.</p>
Geography	<p>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.</p>		<p>Name amenities in our local area. Name the seven continents. 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. I know the difference between human and physical features and can give examples.</p>



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Computing	<p>Recognising that robots are programmed by humans.</p> <p>Explaining what they are trying to achieve with their algorithms.</p> <p>Writing clear, sequenced algorithms for familiar tasks.</p> <p>Changing their instructions or algorithms into code that the robot understands.</p> <p>Beginning to identify errors in algorithms.</p> <p>Learning where keys are located on the keyboard.</p> <p>Learning how to operate a camera to take photos and videos.</p> <p>Assembling instructions into a simple algorithm.</p> <p>Learning to debug instructions when things go wrong. Learning to debug an algorithm in an unplugged scenario.</p> <p>Taking and editing photographs.</p> <p>Developing control of the mouse through dragging, clicking and resizing of images to create different effects.</p> <p>Logging in and out and saving work on their own account.</p>	<p>Humans need to give robots instructions to follow and that they will carry out these instructions exactly, even if they are wrong.</p> <p>Humans need to give instructions in the correct language for the robot to understand.</p> <p>An algorithm is a set of instructions used to carry out a task. Algorithms must give every step of a task.</p> <p>Algorithms must give clear, sequenced instructions.</p> <p>There may be an error if a set of instructions (an algorithm) does not give the expected result.</p> <p>Errors could result from sequencing issues, unclear instructions or missing steps.</p> <p>When we create something on a computer, it can be more easily saved and shared than a paper version.</p> <p>Some of the simple graphic design features of a piece of online software.</p> <p>A spreadsheet is an electronic table for sorting data.</p>	
Art	<p>Mix primary colours to make secondary colours.</p> <p>Say which two primary colours are needed to mix each of the secondary colours</p> <p>Use a variety of colours in my printing.</p> <p>Create new colours by overlapping prints.</p> <p>Mix at least five different shades of my chosen secondary colour.</p>	<p>Primary Colours are red, yellow and blue</p> <p>Primary colours cannot be made</p> <p>Secondary colours are mixed up primary colours</p> <p>A print is transferring one image to another surface</p>	
Design & Technology	<p>Identify if a food is a fruit or vegetable.</p> <p>Determine if a food is a fruit, vegetable, root or stem.</p> <p>Describe taste, appearance, feel and smell.</p> <p>Explain choices for their own smoothie.</p> <p>Use kitchen tools safely.</p> <p>Prepare fruit and vegetables safely.</p>	<p>The fruit is the part of a plant that contains seeds.</p> <p>Some fruits and vegetables are often mistakenly referred to incorrectly such as cucumber, pepper and tomato.</p> <p>Fruits and vegetables grow in one of three places - on trees/vines, above the ground and below the ground.</p> <p>We eat different parts of plants and give some examples.</p> <p>Explain ways to stay safe when using kitchen utensils.</p> <p>Use the knife using the 'bridge' and 'claw' method.</p>	



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Physical Education	<p>Experiment with different ways of travelling, throwing and jumping, increasing awareness of speed and distance.</p> <p>Children will develop their spatial awareness and ability to move confidently and safely in their own general space.</p> <p>Pupils will develop their teamwork skills and use them in game scenarios.</p> <p>Be competitive with themselves and others.</p>	<p>Know the importance of staying safe using PE equipment.</p> <p>Recognise how the body changes during physical activity.</p> <p>Recognise the importance of staying hydrated while exercising.</p> <p>Know the human senses and how to use them when finding space.</p> <p>Recognise different body parts, the way they can move and how we can use them in different sports and activities.</p> <p>Know that when hitting accurately they should look at the target and aim.</p>	
Music	<p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p> <p>Identifying some common instruments when listening to music.</p> <p>Relating sounds in music to real world experiences (e.g. “it sounds like squelching mud”).</p> <p>Talking about the tempo of music using the vocabulary fast and slow.</p> <p>Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary high and low.</p> <p>Developing an awareness of how sound is affected by the way an instrument is held.</p> <p>Using instruments imaginatively to create soundscapes, which convey a sense of place.</p> <p>Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</p> <p>Experimenting with creating different sounds using a single instrument.</p> <p>Experimenting with creating loud, soft, high and low sounds.</p>	<p>Sounds within music can be described as high or low sounds and the meaning of these terms.</p> <p>In all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p> <p>Notation is read from left to right.</p>	



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PSHE & Relationships, Sex Education	<p>Engage with the stories and answer questions.</p> <p>Reflect and take part in discussions about what being made in the image of God means for how they should live.</p> <p>Engage with The Good Samaritan story and answer questions.</p> <p>Take part in activities to reinforce understanding.</p>	<p>Know God is love: Father, Son and Holy Spirit</p> <p>Knowing being made in His image means being called to be loved and to love others.</p> <p>Know what a community is, and that God calls us to live in community with one another</p> <p>Identify scripture illustrating the importance of living in community as a consequence of this.</p> <p>Know Jesus' teaching on neighbours</p>	