

KS1 CURRICULUM MAP 2025-2026

Key:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading opportunities						
Assessment						
Numeracy						
Literacy Link						
	Relationships		Living in the Wider World		Health and Wellbeing	
Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets.						
Numeracy- Place Value; Time ; measurement; mass and volume; fractions; position and direction						
English	<p>What is a Fairy Tale?</p> <p>Exploring traditional tales, their characters and settings, and writing an original fairy tale.</p> <p>Expected Outcomes: By the end of this unit, pupils will: Identify key features of traditional tales (magic, good vs. evil, happy endings). Retell stories with a clear beginning, middle, and end. Describe characters and settings using adjectives. Plan, write, and share their own simple fairy tale.</p> <p>ASSESSMENT Pupils will act out a scene from their story in small groups.</p>	<p>Introduction to poetry</p> <p>Exploring different types of poems and poets, and writing and performing their own poem.</p> <p>Expected Outcomes: By the end of this unit, pupils will: Listen to and enjoy a variety of poems. Recognize rhyme, rhythm, and repetition in poetry. Experiment with writing different types of poems (acrostic, list, rhyme). Perform their poem with confidence.</p> <p>ASSESSMENT Pupils will perform their poem.</p>	<p>Writing a Non-Fiction text about tigers</p> <p>Exploring facts about tigers and using this knowledge to create a clear, engaging non-fiction fact file.</p> <p>Expected Outcomes: By the end of this unit, pupils will: Understand what non-fiction texts are and their purpose. Identify key features of non-fiction texts (headings, labels, captions, facts). Gather and organize information about tigers. Write a simple non-fiction fact file with headings, short sentences, and illustrations.</p> <p>ASSESSMENT Pupils will create own non-fiction text on tigers.</p>	<p>Fiction “Charlie and the chocolate factory”</p> <p>Exploring characters, settings, and key events in Charlie and the Chocolate Factory and writing a short story inspired by it.</p> <p>Expected Outcomes: By the end of this unit, pupils will: Describe characters using adjectives and feelings. Describe settings in detail. Sequence and retell key events from the story.</p> <p>ASSESSMENT Pupils will plan and write a short story inspired by the book.</p>	<p>Non-Fiction Make and Do: Writing and Presenting Instructions</p> <p>Make and Do: Writing and Presenting Instructions</p> <p>Identify key features of instructional texts (title, list of equipment, numbered steps, imperative verbs, diagrams).</p> <p>Follow and evaluate a set of simple instructions.</p> <p>Plan, write, and improve their own instructional text.</p> <p>Use sequencing words and imperative verbs confidently.</p> <p>Collaborate to present their instructions as a clear make-and-do video, demonstrating confidence when speaking.</p> <p>ASSESSMENT Pupils will create “Make and Do” video</p>	<p>Fiction Julia Donaldson Author Study</p> <p>Exploring Julia Donaldson’s stories through reading, writing, drama, and performance to develop comprehension, fluency, and confidence in speaking and listening. By the end of this unit, children will be able to: Listen to and retell Julia Donaldson stories in sequence. Recognise rhyme, rhythm, and repeated patterns in her texts. Describe characters and settings using simple adjectives. Write short sentences and captions inspired by the story. Take part in group drama activities and perform a chosen Julia Donaldson story for an audience.</p> <p>ASSESSMENT Pupils will perform their story</p>
Maths	<p>NUMBER Place value (within 10)</p> <p>NUMBER Addition and subtraction (within 10)</p> <p>GEOMETRY Shape</p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer)</p> <p>Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</p> <p>ASSESSMENT COMPLETED AT END OF EACH UNIT</p>		<p>NUMBER Place Value (within 20)</p> <p>NUMBER Addition and Subtraction (within 20)</p> <p>NUMBER Place Value (within 50)</p> <p>MEASUREMENT Length and Height</p> <p>MEASUREMENT Mass and Volume</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>Add and subtract 1-digit and 2-digit numbers to 20, including zero</p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</p>		<p>NUMBER Multiplication and Division</p> <p>NUMBER Fractions</p> <p>GEOMETRY Position and Direction</p> <p>NUMBER Place Value (within 100)</p> <p>MEASUREMENT Money</p> <p>MEASUREMENT Time</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number</p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>ASSESSMENT COMPLETED AT END OF EACH UNIT</p>	

Key: Reading opportunities Assessment Numeracy Literacy Link	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Relationships		Living in the Wider World		Health and Wellbeing	
			Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time ASSESSMENT COMPLETED AT END OF EACH UNIT			
Science	BIOLOGY The Human Body BIOLOGY Seasonal Changes (Autumn) CHEMISTRY Materials BIOLOGY Seasonal Changes (Winter) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Working scientifically – Asking simple questions and recognising that they can be answered in different ways. Observe changes across the four seasons. Describe the simple physical properties of a variety of everyday materials. Working scientifically – Identifying and classifying. ASSESSMENT COMPLETED AT END OF EACH UNIT		BIOLOGY Planting A BIOLOGY Animals SUSTAINABILITY Caring for the Planet BIOLOGY Seasonal Changes (Spring) BIOLOGY Planting B Identify and describe the basic structure of a variety of common flowering plants, including trees. Working scientifically – Asking simple questions and recognising that they can be answered in different ways. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Working scientifically – Explore the world around them and raise their own questions (non-statutory). Observe changes across the four seasons. ASSESSMENT COMPLETED AT END OF EACH UNIT		BIOLOGY Plants BIOLOGY Planting C SUSTAINABILITY Growing and Cooking BIOLOGY Seasonal Changes (Summer) Identify and describe the basic structure of a variety of common flowering plants, including trees. Working scientifically – Identifying and classifying. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Observe changes across the 4 seasons. ASSESSMENT COMPLETED AT END OF EACH UNIT	
Humanities	The Great Fire of London Exploring Our Past and Our World – Pupils investigate significant events, people, and changes in history and explore the world around them through geography. They develop skills in asking questions, sequencing events, using maps and timelines, and comparing the past with the present. Expected Outcome: Pupils understand the key events, causes, and consequences of the Great Fire of London and how London changed as a result. ASSESSMENT COMPLETED AT END OF EACH UNIT	Our Local Area Exploring Our Past and Our World – Pupils investigate significant events, people, and changes in history and explore the world around them through geography. They develop skills in asking questions, sequencing events, using maps and timelines, and comparing the past with the present. Expected Outcome: Pupils know key features of their local area and can create a simple map using symbols. ASSESSMENT COMPLETED AT END OF EACH UNIT	Famous People from the Past Exploring Our Past and Our World – Pupils investigate significant events, people, and changes in history and explore the world around them through geography. They develop skills in asking questions, sequencing events, using maps and timelines, and comparing the past with the present. Expected Outcome: Pupils know about significant individuals and why they are remembered today. ASSESSMENT COMPLETED AT END OF EACH UNIT	The UK and Its Countries Exploring Our Past and Our World – Pupils investigate significant events, people, and changes in history and explore the world around them through geography. They develop skills in asking questions, sequencing events, using maps and timelines, and comparing the past with the present. Expected Outcome: Pupils name the four countries of the UK and their capital cities, and locate them on a map. ASSESSMENT COMPLETED AT END OF EACH UNIT	Toys and Everyday Life in the Past Exploring Our Past and Our World – Pupils investigate significant events, people, and changes in history and explore the world around them through geography. They develop skills in asking questions, sequencing events, using maps and timelines, and comparing the past with the present. Expected Outcome: Pupils compare toys, homes, and school life from the past with today. ASSESSMENT COMPLETED AT END OF EACH UNIT	Weather and Seasons Exploring Our Past and Our World – Pupils investigate significant events, people, and changes in history and explore the world around them through geography. They develop skills in asking questions, sequencing events, using maps and timelines, and comparing the past with the present. Identify the four seasons and key weather patterns associated with each. Understand how weather affects our daily choices (clothes, transport, activities). Begin to interpret simple weather symbols and forecasts. Compare weather in the UK with a different country. Create a simple weather diary and present their findings to the class. ASSESSMENT COMPLETED AT END OF EACH UNIT

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	Relationships		Living in the Wider World		Health and Wellbeing	
RSHE	Being Me / My Identity Pupils can say one thing that makes them special-Pupils can sort things that are the same/different-Pupils can match feelings to facial expressions-Pupils can describe how feelings may change during a day-Pupils can name at least 2 trusted adults-Pupils can explain why washing hands keeps us healthy. ASSESSMENT COMPLETED AT END OF EACH UNIT	Friendships & Respect Pupils can name qualities of a good friend-Pupils can suggest kind actions-Pupils can share and take turns-Pupils can use words to solve problems-Pupils can explain what personal space means-Pupils can say one way to show respect. ASSESSMENT COMPLETED AT END OF EACH UNIT	Safety & Rights Pupils can categorise safe vs unsafe behaviours-Pupils can identify trusted helpers (police, teacher)-Pupils can name 2 home safety rules-Pupils can explain how to cross a road safely-Pupils can state 2 water safety rules-Pupils can demonstrate calling for help. ASSESSMENT COMPLETED AT END OF EACH UNIT	Health & Wellbeing Pupils can name healthy foods and drinks-Pupils can describe how exercise affects their body-Pupils can suggest a bedtime routine-Pupils know only adults should give medicine Pupils can say when to ask for help-Pupils can demonstrate toothbrushing steps. ASSESSMENT COMPLETED AT END OF EACH UNIT	Growing & Changing Pupils can correctly name key body parts-Pupils can identify simple differences respectfully-Pupils can order life stages-Pupils can name one change that happens as we grow-Pupils can explain PANTS rule-Pupils can state who they would tell. ASSESSMENT COMPLETED AT END OF EACH UNIT	Living in the Wider World Pupils can explain why rules keep us safe-Pupils can name one way to help the planet-Pupils can make a simple spending decision-Pupils can name jobs in the community-Pupils can say one way to help others-Pupils can share one thing they have learned and are proud of. ASSESSMENT COMPLETED AT END OF EACH UNIT
ART	What is Line? Line is one of the Formal elements of ART. Take a line for a walk. Mark making, pencil, charcoal, stick and Ink, paintbrush. Lines and Marks Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media Question and answer session verbally at the end of the term.	What is Tone? Tone is one of the formal elements of ART. Tone defines the lightness or darkness of a colour. The tonal values of an artwork can be adjusted to alter its expressive character. Tone can be used: to create a contrast of light and dark; to create the illusion of form; to create a dramatic or tranquil atmosphere; to create a sense of depth and distance; to create a rhythm or pattern within a composition. Tone Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes Examples of TONE. Question and answer session verbally at the end of the term.	What is Texture? Texture is one of the formal Art elements. Investigate textures by describing, naming, rubbing, copying Visual and Actual. What's inside the box, describe. Create texture boxes, with feathers, rice krispies, spaghetti, Cotton wool, Jelly Students to feel and describe what they feel without seeing. Descriptive words based on touching, looking and feelings – hard, soft, rough, smooth, cold, war, happy and sad etc Drawing textures. FROTTAGE (rubblings) create a 'monster with a variety of collected rubblings) Question and answer session verbally at the end of the term.	What is Pattern? Pattern is one of the formal Art elements. A repeated decorative design. Can you make a pattern? Repetition. Question and answer session verbally at the end of the term.	What is Shape? Shape is one of the formal ART elements. Identify shapes. 2d and 3d shapes Question and answer session verbally at the end of the term.	What is Colour? Colour is one of the formal Art elements. Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g., layering, mixing media, scraping through, Name different types of paint and their properties. Identify primary colours by name Mix primary shades and tones Primary and secondary colours Question and answer session verbally at the end of the term.
ICT	Overall aim of the programme: This curriculum enables pupils to become confident and efficient users of technology. The curriculum establishes the important knowledge in computing to provide a foundation for the technical nature of the subject. We aim for pupils to understand how the technology they use every day has an impact on the world around them, giving pupils the knowledge to express themselves and develop their ideas in real-world contexts.					

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	Relationships		Living in the Wider World		Health and Wellbeing	
	computing systems and networks	digital painting	digital writing	moving a robot	data information	programming animation
PE	(KS1)Fundamental Introductions to Curling & Boccia / Develop agility, balance, coordination run, jump, hop, balance, control, freeze / aim, target, accuracy, team, score team work KS1: Can move safely in space. KS2: Can roll/throw a ball. Progress throughout lesson singles/doubles	(KS1)Fun Games Develop attacking & defending basics team, rules, share, fair play / attack, defend, pass, intercept, goal KS1: Can share space and follow rules. KS2: Can throw, catch, kick a ball.teamwork, cooperation, enjoyment	(KS1)Gymnastics Apply tactics & strategies / body control & simple sequences balance, roll, travel, sequence / strategy, position, defend, score Progress throughout lessons	(KS1)Throwing & Catching Develop batting & teamwork / Coordination & accuracy throw, catch, aim, target / strike, field, base, teamwork KS1: Basic experience throwing/catching. KS2: Can throw & catch a ball.	(KS1) Athletics event skills (sprint, jump, throw) / Running, jumping, throwing for sports day: sprint, jump, relay, throw, distance / sprint, baton, measure, distance. KS1: Can run, jump, throw basics. KS2: Have done simple relays & throws.	(KS1) Outdoor Fun Games. Competitive & cooperative events / Team relays, parachute, obstacles relay, obstacle, team, fair play / compete, relay, support, effort. KS1: Experience in group games. KS2: Developed athletics & teamwork skills.
RE	Overall aim of the programme: The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. (Southend Agreed Syllabus)					
	Who is Jewish and what do they believe? How and why do we celebrate special and sacred times? (Sukkot/Hannukah)	Who are Muslims and what do they believe? How and why do we celebrate special and sacred times? (Christmas/Christingle)	Who are Christians and what do they believe? How and why do we celebrate special and sacred times? (Eid)	What makes some places sacred? How and why do we celebrate special and sacred times? Easter/Passover)	How should we care for others and the world?	How should we care for others and the world?
FOOD TECH	I can get ready to cook wear a clean apron; - tie back long hair; - remove jewellery and nail varnish; - roll up long sleeves; - remove jumper; - wash their hands; - get ingredients ready; - get equipment ready I can be safe in the kitchen talk about ways to stay safe in the kitchen; - get an adult to help when in the kitchen; - be aware of safety in the kitchen; - be careful when using kitchen equipment. I can clean and tidy the kitchen clean and tidy the kitchen with help; - clear the table after eating; - help wash up using hot soapy	I can eat well eat a balance of foods, in line with the eatwell guide; - name lots of different foods and suggest how they fit with the eat well guide; - taste new foods. I can eat 5 a day eat a range of fruit and vegetables; - eat 5 A DAY; - name a number of fruit and vegetables; - talk about how to achieve 5 A DAY; - know how to increase fruit and vegetable intake at different meal times. I can drink plenty	I can tell where food comes from tell whether a food comes from plant or animal sources; - talk about where their food comes from; - name places where food is prepared or bought. I can grow my food grow a food plant, e.g. cress, potatoes, herbs, strawberries, tomatoes. I can point out food labels identify a food label; - point out the main information on a food label; - understand what the food label shows.	I can talk about the food I like name the foods they like; - talk about the foods they like; - taste different foods; - chat with their friends about food and where they fit with the eat well guide. I can talk about the food my family like talk about the foods their family or friends eat and why; - choose food for their family and friends. I can recycle name and identify the different packaging materials that can be recycled, e.g. glass, paper, cans; - use	I can name lots of food recognise and name different types of foods; - explain why they like the food I can use kitchen equipment safely name and use a fork, knife, spoon, pan, saucepan; - use basic pieces of kitchen equipment safely; - know when to use different pieces of equipment; - help to plan and cook healthy dishes safely with an adult; - be clean and tidy.	I can use cooking skills peel, e.g. a banana; - slice, e.g. a soft fruit; - mix, e.g. a muffin mix; - grate, e.g. cheese; - spread, e.g. a topping on toast. I can eat with my friends share food with one another.

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	water or the dishwasher (under adult supervision).	drink 6 to 8 glasses a day; - name and choose healthier drinks. <u>I can brush my teeth</u> brush their teeth twice a day, each time for two minutes; - use a fluoride toothpaste; - visit the dentist regularly. <u>I can eat breakfast</u> design a healthy breakfast; - eat a healthy breakfast every day.		recycling bins for used food and drink packaging.		