



Springhill Catholic Primary School - Year 1 Curriculum Map 2026-2027



As we use our formative assessment to inform our teaching, sometimes the order of our topics does change slightly throughout the academic year.

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	Creation The Rosary	Catholic Social Teaching Advent	Christmas Revelation	Lent Holy Week	Easter Pentecost and Mission	Pentecost and Mission Sacraments
Other faiths	Judaism (praise)	Islam (prayer)	Sikhism (Guru Nanak)	Sabbath (multi-faith)	Hinduism (Diwali and the story of Rama and Sita)	
British Values	British Values Overview What are the 5 British Values?	Tolerance and Respect	Individual Liberty	Tolerance and Respect	Rule of Law	Democracy
	Phonics (reading and writing) Phonics teaching incorporates both reading and spelling; however, reading ability is almost always ahead of spelling ability. As such, children will revise sounds that they can read but with a focus on spelling. Below the order of sounds teaching is set out. This is a guide and each group's teaching will be based on assessment of what they already know and any gaps in previous learning.					
Phonics (may be taught in different order based on AFL)	<u>Phase 5a</u> Revise phase 4 adjacent consonants ay y (try) ou ea oy ir a_e	<u>Phase 5a</u> a_e ie i_e oe o_e ore e_e ew ue u_e wh ow ey	<u>Phase 5 (b)</u> soft c 'ce' soft c 'ci' soft c 'cy' ice ace tch au augh i (find) o (old) wa ph aw ui (oo as in juice)	<u>Phase 5 (b)</u> ge dge ea (e as in head) ou (oo as in soup) ui (build) gi u (oo as in put) ch (k as in echo) o (u as in work) ch (sh as in machine) ou (oa as in mould) u (yoo as in unit)	<u>Phase 5 (c)</u> ie (ee as in chief) ion tion sion ure ('shure') ure ('chure') ure ('zhure')	<u>Phase 5 (c)</u> eigh kn wr mb gn sc que (unique) ci (sh as in special) tial (sh as in initial) ious al

Reading	Apply phonic knowledge to decode words (level of texts progresses throughout the year) Read with appropriate intonation and expression. Retell some familiar stories that have been read, becoming very familiar with key stories, fairy stories and traditional tales. Check that the text makes sense. Listen to stories, poems and non-fiction that cannot yet be read independently. Discuss word meanings. Reading comprehension with a short text and retrieval questions.					
	The Smartest Giant in Town (Julia Donaldson) The Giant Jam Sandwich (Janet Burroway and John Vernon Lord) How to be a Viking (Cressida Cowell) Burglar Bill (Allan and Janet Ahlberg) Six Dinner Sid (Inga Moore) Owl Babies (Martin Waddell)	Pumpkin Soup (Helen Cooper) Where the Wild Things are (Maurice Sendak) The Gruffalo's Child (Julia Donaldson) Lost and Found (Oliver Jeffers) Farmer Duck (Martin Waddell) The Jolly Christmas Postman (Allan and Janet Ahlberg)	I'm in Charge (Jeanne Willis) The Snail and the Whale (Julia Donaldson) The Princess and the Peas (Cary Hart) Alfie – Alfie's Feet (Shirley Hughes) The Emperor of Absurdia (Chris Riddell) I Love my Hair (Natasha Tarpley)	Tiddler (Julia Donaldson) The Wawel Dragon (Justyna Majewska) Can't you sleep, Little Bear? (Martin Waddell) Ruby's Baby Brother (Kathryn White) The Toucan Brothers (Tor Freeman) The Lion Inside (Rachel Bright)	Meerkat Mail (Emily Gravett) Billy and the Beast (Nadia Shireen) Funnybones (Alan Ahlberg) The Singing Mermaid (Julia Donaldson) The Two Stubborn Pirates (Oakley Graham) The Koala Who Could (Rachel Bright)	The Wall and The Wild (Christina Dendy) The Emperor's Egg (Martin Jenkins) The Invisible (Tom Percival) The Wonder (Faye Hanson) Paddington at St.Paul's (Michael Bond)

Writing	-structured sentences: <i>'I can see', 'This is a', 'Here is a'</i> -capital letters and full stops -letter formation Simple sentences/ retell simple stories: Dear Zoo Meg in the forest The Smartest Giant in Town Class Three at Sea A Whatever Next!	-capital letters and full stops -letter formation Retell: The Enormous Turnip The Three Little Pigs A The Jolly Postman Character Description Wolf	-retell -openers -letter formation Retell: Little Red Riding Hood The Good Samaritan A The Grey Duckling Poetry Winter Poem Character Description Farmer Duck	-retell -character description -diary entry AA -openers -letter formation Retell: Farmer Duck Brown Bear, Brown Bear The Tiger who came to Tea A The Hare and the Tortoise Non-Chronological Report How to look after a dog	-retell -character description -diary entry -conjunctions: 'and', 'but', 'because' -letter formation Retell: Hansel and Gretel The Magic Porridge Pot A The Three Billy Goats Gruff Instruction writing Making a sandwich Setting Description Hansel and Gretel Character Description Troll	-retell -diary entry -character description -conjunctions: 'and', 'but', 'because' -letter formation Retell: Lost and Found After the Storm – Percy the Park Keeper A Jack and the Beanstalk Diary Entry/ Setting Description Lost and Found
Maths	Maths (mental/oral at the start of each lesson)					
	- count to 35/45/55 forwards and backwards - sequence events in order - days of the week - months of the year	- count to 65/75 forwards and backwards - count in tens forwards and backwards - name and describe properties of common 2d shapes in different orientations (square, rectangle, circle, triangle)	- mentally add 2/3 to any number to 50 - count to 100 forwards - count in twos starting at 0 - count in twos starting at 1 - count in fives	- count to 100 forwards and backwards - name and describe properties of common 2d shapes including irregulars (pentagon, hexagon and octagon)	- double numbers to 10 - ordinal numbers - continue pattern	- one more/one less to 100 - mentally add 2/3 to any number to 50 - mentally add any 1-digit number to 2-digit number to 50
	Place Value within 10: 4 weeks - read and write numbers to 10 in numerals - sort, count and represent objects - recognise numbers as words - count on from any number - 1 more and 1 less - count backwards within 10 - compare groups by matching - fewer, more, same, less than, greater than, equal to (language)	Place Value within 20: 3 weeks - read and write numbers to 20 in numerals - count within 20 - understand numbers 10-20 - 1 more and 1 less - use a number line to 20 - estimate on a number line to 20 - compare numbers to 20 - order numbers to 20 Addition/ Subtraction to 20: 4 weeks - number bonds to 10	Place Value within 50: 2 weeks - read and write numbers to 50 in numerals - count from 20 to 50 - count by making groups of tens - groups of tens and ones - partition into tens and ones - the number line to 50 - estimate on a number line to 50 - 1 more, 1 less - add/subtract 2-digit number and 1- digit number to 50 on number track	Multiplication and Division: 3 weeks - count in 2s (from an even or odd number) - count in 10s - count in 5s - recognise equal groups - add equal groups - make arrays - make doubles - make equal groups – grouping and sharing Fractions: 2 weeks	Place Value with 100: 3 weeks - read and write numbers to 100 in numerals - count from 50 to 100 - tens to 100 - partition into tens and ones - the number line to 100 - 1 more, 1 less - compare numbers with the same number of tens - compare any two numbers Money: 1 week - unitising	

	- compare numbers - order objects and numbers - the number line <u>Addition to 10: 5 weeks</u> - equals/addition/ subtraction signs and concepts - part-whole model - write number sentences - fact families – addition facts - number bonds within 10 <u>Shape: 2 weeks</u> - recognise and name 3-D shapes - sort 3-D shapes - recognise and name 2-D shapes - sort 2-D shapes - describe properties of 2-D and 3-D shapes (sides, vertices, corners) - patterns with 2-D and 3-D shapes	- addition problems using - subtraction – part-whole model - fact families – the eight facts - subtraction – take away/cross out - subtraction on a number line - add or subtract 1 or 2	<u>Measure – Length and Height: 2 weeks</u> - compare lengths and heights - measure length using objects - measure length in centimetres <u>Measure – Mass and Volume: 2 weeks</u> - heavier and lighter - measure mass - compare mass - full and empty - compare volume - measure capacity - compare capacity	- recognise a half of an object or a shape - find a half of an object or a shape - recognise a half of a quantity - find a half of a quantity - recognise a quarter of an object or a shape - find a quarter of an object or a shape - recognise a quarter of a quantity - find a quarter of a quantity <u>Geometry – Position and Direction: 1 week</u> - describe turns - describe position – left and right, forwards and backwards, above and below - ordinal numbers	- recognise coins - recognise notes - count in coins <u>Time: 2 weeks</u> - before and after - days of the week months of the year - hours, minutes and seconds - tell the time to the hour - tell the time to the half hour	
Science	<u>Seasonal Changes (P)</u> Using both the school grounds and Southampton Common, seasonal changes will be observed across the year. This will involve charting temperature and rainfall, and sketching changes of the same area throughout the seasons.					
	<u>Everyday materials (C)</u> - Which materials are used to make objects around us? - Use sense of touch to describe materials - What are the properties of different materials? - Which different materials are used for houses? - How are materials chosen for objects? - How can we waste less paper?	<u>Animals including humans (B)</u> - What are the parts of the human body called? - What are the five senses and what are the body parts for each sense? - What are the body parts of different animals called? - How should we look after a pet dog? - How do animals use their body parts? - What is the life cycle of a butterfly? <i>Topic enrichment growing caterpillars to butterflies in school and visit to the New Forest Wildlife Park</i>		<u>Plants (B)</u> - What is a plant and what are the different parts? - What are the most common wild plants in my area? - What do roots do? - How do seeds change as they grow? - What are deciduous and evergreen trees?		
Computing	- online safety (tell adult) - name parts of desktop - use a mouse - 5 SMART rules - load programs - use pencil drawing tool - create simple shapes	- SMART (focus on ‘T’) - simple sequence of instructions - make sprite move - code a simple movement sequence - fix error in program	- know not to put full name online - add background from library - add sprite that links to background - make sprite talk with speech bubbles	- know not to write address online - use charts to answer questions - create bar chart - search and collect photos from a digital library	- know not to put name of your school online - design talking robot - draw robot as new sprite - use different blocks to start actions such as space or letter - code 3 simple movement	- know to tell anyone online where you play - design interactive card - program sprite to make three things happen - change backgrounds on timer - create interactive greeting

	- add text to picture - save document - open a document and edit	- create simple repeat code - add a new sprite	- add sound to sprite - save work in folder	- edit text and crop pictures	- change robot with coding effects - use a sensing block to change action	- layering
Geography		<u>UK and our school (fieldwork)</u> - where we live - name and locate the four countries of the UK - directional language (follow/create directions - sketch map and key - land use - physical and human features - change in land use - aerial photos - fieldwork (identify problems in school grounds) - fieldwork (suggest improvements) - why we need trees - settlements (village, town, city), physical features (valley, river, beach, ocean) and human features (shop, farm, factory, office)		<u>Weather/Seasons (science link)</u> - name the four seasons - link weather to seasons - link clothes to seasons - observe change in plants across seasons - measure rainfall and temperature - measure wind speed		
History	<u>Queen Elizabeth II and Queen Victoria</u> -Who was Queen Elizabeth II? -Who were the members of Queen Elizabeth’s family? -What did Queen Elizabeth like to do? - Who was Queen Victoria? -How did life change in Victorian England?			<u>The Seaside</u> - What were holidays like 100 years ago? - How do we know what holidays were like 100 years ago? - Why did people go to the seaside in the past? - How have seaside holidays changed? - How were holidays different for rich and poor Victorians? - How has where we go on holiday changed (data collection)?		<u>Schools- past and present</u> - Why didn’t all children go to school? - What changed so that more children went to school? - What did children learn in Victorian schools? - What were Victorian classrooms like? - How have schools changed over time? - What are schools like in different parts of the world nowadays? Topic enrichment with Victorian school visit to Manor Farm (Victorian classroom and drama)
Art	- observe and sketch using thick and thin lines - painting using secondary colours				- create a wash with water colours - sketch in oil pastel inspired by Van Gogh - create irregular patterns in the style of Van Gogh	

	- observe and sketch patterns in the natural and man-made world - creating monoprints - draw a person using realistic proportions - create a collage of a person <i>Topic enrichment with Southampton City Art Gallery visit to school</i>				- create a monoprint using different mediums - texture in clay - sculpture using 3D shapes from paper and foam	
DT		<u>Moving Cards</u> - identify levers - attach and shape card - use a pivot to make a lever move and a linkage to join two levers movements - develop own design ideas - use design criteria - evaluate product using the design criteria as a checklist - talk about their work and how they would improve it		<u>Food</u> - sandwiches - design - skills for preparation of ingredients - prepare sandwich		<u>Safety Jacket</u> - choosing materials - join materials by stapling and weaving - use sticky materials to attach fabrics - develop own design ideas - use design criteria - evaluate product using the design criteria as a checklist - talk about their work and how they would improve it
PE	Games – striking with an implement and dribbling with an implement Gymnastics – flight Dance – expression and movement to show emotion		Games – dribbling with an implement and using a large ball with feet Gymnastics – points and patches Dance – use different movements, levels and expression to represent a character		Athletics – jumping, running and throwing Gymnastics – rocking and rolling Dance – create movements and shapes to represent characters	
PDL	<u>Feelings</u> -likes and dislikes -types of feelings (nice and not nice e.g. happy/upset) -big feelings (anger) -worry <u>Relationships: Anti-bullying</u> -What is bullying and how does it feel? -kind and unkind behaviour	<u>Community and Wider World</u> -belonging to community (school) -being unique <u>Families, Friends and Safe Relationships</u> -special people in our lives -roles and responsibilities in families -treat others well -getting along with others in the classroom and in the playground	<u>Healthy Lifestyles</u> -healthy bodies -exercise -sun safety -different types of play (screen time) <u>Medicines and Drugs</u> -different types of medicines -safe and unsafe on skin	<u>Keeping Safe</u> -safer strangers -what to do when we feel unsafe -what to do if we get lost - rules keep us safe <u>Living in the Wider World</u> -our strengths and our jobs -how we get money -uses of money	<u>Growing and Changing</u> -how we change over time -making change happen -change is needed -growth mindset	<u>Transition to Y2</u> -preparing for change -worries and fears -visit new teacher -helping others with change

Music	Singing - chants and rhymes Listening - Classical Musicianship - pulse/beat - rhythm	Singing - Christmas songs repetition and rhyme - verse/chorus Listening - Christmas (traditional music) - how music differs at this time of year Musicianship - pitch	Singing - long and short sounds - echo singing Listening - Samba and Blues Musicianship - long and short sounds - duration Composing - create sequences of long and short sounds.	Singing - songs with a range of pitch and actions Listening - Classical Musicianship - pitch - hold and use percussion instruments correctly Composing - create sound effects and sort sequences	Singing - action songs Listening - Classical Musicianship - percussion sounds to enhance story telling - ascending notes - dynamics: fast/slow, loud/quiet - beats and rhythms to replicate sounds Composing (Jack and Beanstalk) - create musical sound effects and short sequences to accompany a story - create and perform own rhythmic patterns	Singing - songs to control vocal pitch and match the pitch they hear - songs from memory - verse chorus structure - singing to perform Listening - pop music Musicianship - pitch
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