

2025-2026

Year 1

|           | AUTUMN   |  | SPRING   |  | SUMMER  |  |
|-----------|--|--|--|--|---|--|
|           | MASTERING NUMBER PROGRAMME   |  | MASTERING NUMBER PROGRAMME   |  | MASTERING NUMBER PROGRAMME  |  |
| MATHS     | <p><b>Number</b><br/>Numbers to 10<br/>Addition and subtraction within 10</p> <p><b>Geometry</b><br/>Shape and patterns</p> <p><b>Number</b><br/>Numbers to 20<br/>Addition and subtraction within 20</p>  |  | <p><b>Measures</b><br/>Time</p> <p><b>Number</b><br/>Exploring calculation strategies within 20 Numbers to 50<br/>Addition and subtraction within 20 (comparison)<br/>Fractions</p> <p><b>Measures</b><br/>Length and mass</p> |  | <p><b>Number</b><br/>Numbers 50 to 100 and beyond<br/>Addition and subtraction (applying strategies)</p> <p><b>Measures</b><br/>Money</p> <p><b>Number</b><br/>Multiplication and division</p> <p><b>Measures</b><br/>Capacity and volume</p> |  |
| ENGLISH   | See Separate English Curriculum Map  |  | See Separate English Curriculum Map  |  | See Separate English Curriculum Map   |  |
| RE        | <p>See Separate RED Curriculum Overview</p> <p>CST - Care of Creation<br/>CST - Preferential Option for the Poor</p>   |  | <p>See Separate RED Curriculum Overview</p> <p>CST- Solidarity and Peace<br/>CST - Community and Participation</p>   |  | <p>See Separate RED Curriculum Overview</p> <p>CTS - Dignity of Workers<br/>CTS - Human Dignity</p>   |  |
| SCIENCE   | Seasonal Changes   | Everyday materials<br>(describing properties)  | Animals<br>(comparing animals)   | Humans<br>(parts of the human body)  | Plants<br>(structure)   | Seasonal Changes<br>(review)   |
| COMPUTING | <p>Safety Rules and Basic Skills</p> <p><b>Computing systems and networks</b><br/>Learning how to login and navigate around a computer; developing mouse skills; learning how to drag, drop, click and control a cursor to create works of art<br/>Kapow-Improving mouse skills<br/>(3 lessons: 1-3)</p> | <p><b>Online Safety</b><br/>ESafety<br/>Kapow-Online safety<br/>(2 lessons: 1 and 2)</p> | <p><b>Programming 1</b><br/>Identifying where algorithms, decomposition and debugging can be found in relatable, familiar contexts.<br/>Kapow-Algorithms unplugged<br/>(4 lessons: 1, 2 ,4 and 5)</p>                          | <p><b>Creating media</b><br/>Taking and editing photos, searching for and adding images to a project.<br/>Kapow-Digital imagery<br/>(3 lessons: 1-3)</p> <p><b>Online Safety</b><br/>ESafety<br/>Kapow-Online safety<br/>(1 lesson: 3)</p> | <p><b>Programming 2</b><br/>Introducing programming through the use of a robot (Bee-Bot) and exploring its functions.<br/>Kapow-Bee-bot<br/>Option 2 Virtual Beebots<br/>(4 lessons: 1, 3, 4 and 5)</p>                                       | <p><b>Online Safety</b><br/>ESafety<br/>Kapow-Online safety<br/>(2 Lessons: 4 &amp; 5)</p> |

|                              |  |  |  |  |  |  |
|------------------------------|--|--|--|--|--|--|
| <b>GEOGRAPHY</b>             | <b>All about me (transition unit)</b><br>(with links to Geography)<br><b>Pole to Pole</b>  |  | <b>Let's go to the Jungle</b>  |  | <b>Seas and Coasts</b>   |  |
| <b>HISTORY</b>               | <b>Who is Guy Fawkes and why do we remember him?</b>   |  | <b>How have toys changed over time?</b>  |  | <b>Why were castles built?</b>   |  |
| <b>ART and DESIGN</b>        | <u>Line</u><br>Lines as basic tools, describing different lines, different materials for making lines, lines can be used to represent different things |  | <u>Paintings of Children</u><br>Exploring what paintings can tell us about the past. Looking at how art can give us messages. Exploring cubist |  | <u>Sculpture</u><br>Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale   |  |
| <b>DESIGN and TECHNOLOGY</b> | <b>Story book mechanism</b><br>Moving pictures   |  | <b>Food and nutrition</b><br><b>Fruit Salad</b>  |  | <b>Structures,</b><br>Making a chair for toy   |  |
| <b>PE</b>                    | <b>Ball Skills</b> Throwing, catching, dribbling, kicking, striking ball   | <b>Team Games</b><br>Working together  | <b>Dance/ Gymnastics</b><br>balance, jumping and landing, climbing, rolling. Retelling a story.  | <b>Exploring Equipment</b><br>Hockey sticks, bats, rackets, etc. | <b>Creativity</b><br>Using different types of equipment to create own game including rules, points. Individual and small games.  | <b>Athletics</b><br>Sports day prep.   |
| <b>MUSIC</b>                 | <u>Pulse</u><br>Exploring Pulse and Tempo 1: Feel the Beat<br><br><u>Rhythm</u><br>Exploring Rhythm 1: Playing and Copying                             |  | <u>Pitch</u><br>Exploring Pitch 1: High and Low<br><br><u>Composing</u><br>Creating Music 1:<br>Sound Effects and Storytelling                 |  | <u>Musicianship: Preparing for Ensemble Skills</u><br><br>Singing and Playing<br>Skills 1: Pitch-Matching<br><br><u>Composing</u><br><u>Musicianship: Preparing for Reading Notation</u><br><br>Understanding Rhythm and Pitch<br>(Percussion) |  |
| <b>Spanish</b>               | Yo (All About Me)<br><br>Canciones y juegos (Songs & Games)  |  | ¡Vamos a Celebrarlo! (Celebrations) Retratos<br><br>(Portraits)  |  | Los Cuatro Amigos (The Four Friends) Cultivando Las<br><br>Cosas (Growing Things)  |  |
| <b>RSE</b>                   | <b>Module 1: Created and loved by God</b><br>Unit 1: Religious Understanding   | <b>Module 2: Created and loved by God</b><br>Unit 1: Religious understanding | <b>Module 2: Created to love others</b><br>Unit 2: Personal Relationships  | <b>Module 2: Created to love others</b><br>Unit 3: Keeping Safe  |  | <b>Module 3: Created to live in the community</b><br>Unit 1: Religious Understanding |

|             |   |  |   |  |  |                                    |
|-------------|---|--|---|--|--|------------------------------------|
| <b>PSHE</b> | <b>Keeping Well and Clean</b><br>Physical Health and Fitness<br>Healthy Eating<br>Health and Prevention |  | <b>Losing and Finding</b><br>Mental Wellbeing |  | <b>Looking after myself</b><br>Being Safe<br><b>Keeping Safe</b><br>Being Safe<br>Health and Prevention<br><b>Environment</b><br>Being a responsible citizen | <b>Money</b><br>Economic Wellbeing |
|-------------|---|--|---|--|--|------------------------------------|