The Greville Primary School – Year 1 Curriculum Map 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English **Read Write Inc.**	Read Write Inc. - Speed sound sessions, chn grouped into smaller groups (Set 1 & 2)	Read Write Inc. - Speed sound sessions, chn grouped into smaller groups (Set 1, 2 & 3)	Read Write Inc. - Speed sound sessions, chn grouped into smaller groups (Set 1, 2 & 3)	Read Write Inc. - Speed sound sessions, chn grouped into smaller groups (Set 1, 2 & 3) - Begin to look at comprehension through *story book sessions*	Read Write Inc. - Speed sound sessions, chn grouped into smaller groups (Set 1, 2 & 3) - Begin to look at comprehension through *story book sessions* - Phonics Screening Check (statutory assessment)	Read Write Inc. - Speed sound sessions, chn grouped into smaller groups (Set 1, 2 & 3) - Begin to look at comprehension through *story book sessions*
English	**Owl Babies** *Sentence Work* - Letter formation - Write simple sentences dictated by the teacher - Combine words to make sentences - Separation of words with spaces - beginning to punctuate sentences using capital letter and a full stop - Who, doing what, where sentences **The Leaf Thief** *Character Description*	**Rama & Sita** *Character Description* - Compose a sentence orally before writing it - adjectives - beginning to punctuate sentences using capital letter and a full stop - Form capital letters *Setting Description* - Compose a sentence orally before writing it - adjectives - beginning to punctuate sentences using capital letter and a full stop - Form capital letters	**Where the Wild Things Are** *Character Description* - adjectives - Compose a sentence orally before writing it - using a capital letter for names of people *Setting Description* - adjectives - Compose a sentence orally before writing it *Narrative* - Joining words and clauses using 'and' - Verb suffixes where root word is unchanged (-ing, -ed, -er) - Sentences demarcation(. !)	**The Three Little Pigs** *Setting Description* - re-reading what they have written to check that it makes sense - Sentences demarcation(. !) - understand which letters belong to which handwriting 'families' and to practise these - Who, doing what, where sentences *Narrative* - Joining words and joining clauses using 'and' - un- prefix to change meaning of adjectives/adverbs	**Once Upon a Fairy tale** *Character Description* - using a capital letter for names of people - re-reading what they have written to check that it makes sense - adjectives *Setting Description* - adjectives *Traditional Tale* - un- prefix to change meaning of adjectives/adverbs - sentence demarcation (. ! ?) - joining words and joining clauses using "and" - using a capital letter for names of people, places, the	**Molly and the Mean Pirates** *Narrative* - Compose a sentence orally before writing it - re-reading what they have written to check that it makes sense - Use simple noun phrases - sentence demarcation (. ! ?) *Wanted Poster* - sentence demarcation (. ! ?) **Night Pirates** *Narrative* - Compose a sentence orally before writing it

	- Letter formation - beginning to punctuate sentences using capital letter and a full stop - Who, doing what, where sentences **The Enormous Turnip** *Sentences to build a narrative* - Using a capital letter for names of people - beginning to punctuate sentences using capital letter and a full stop - Who, doing what, where sentences	**Fireworks** *Poetry* - Adjectives - Verb suffixes where root word is unchanged (-s. -es) **Nativity** *Narrative* - Sequence sentences to form short narratives - re-reading what they have written to check that it makes sense - Verb suffixes where root word is unchanged (-s. -es) - Who, doing what, where sentences	- Who, doing what, where sentences *Non-chronological report* - Joining words and joining clauses using 'and' - Compose a sentence orally before writing it	***Milestones Museum*** *Recount* - Capital letters for names and pronoun 'I') - beginning to punctuate sentences using capital letter and a full stop - joining words and joining clauses using "and" - Who, doing what, where sentences	days of the week, and the personal pronoun 'I'	- sentence demarcation (. ! ?) **Year 1** *Recount* - joining words and joining clauses using "and" - capital letters for names and pronoun 'I')
Maths **Oak Academy Curriculum**	**Place Value** - Counting 1:1 correspondence - Conservation of number - Representing 10 - Counting on and back to 10 and 20 - Finding one more/one less - Greater than less than - Ordering/ comparing numbers within 20 (<, > and =) - Ordinal numbers - Counting forwards and backwards in 10s	**Measure** - Compare lengths - Compare heights - Compare weight and mass **Place Value & Addition and Subtraction** - Counting to 100 by making 10s - Counting on & back across the tens boundary - Introducing the 100 squares - Finding one more/one less - Compare numbers (<, > and =) - Part whole model - Ordinal numbers	**Geometry** - Copy, extend and describe repeating patterns - Recognise and sort 3D shapes - Recognise and sort 2D shapes **Addition and Subtraction** - Represent numbers 6-10 using 5 and a bit structure - Number lines/tracks - Odd and even numbers - Partitioning numbers 6-10 - Identifying missing parts	**Place Value, Addition and Subtraction** - Interpret addition and subtraction stories - Find missing parts in addition and subtraction stories - Know that addition and subtraction ae inverse operations - Represent the inverse relationship between attrition and subtraction - Explain that addition is commutative - Number bonds to 10	**Place Value, Addition and Subtraction** - Interpret addition and subtraction stories - Addition facts within 10 - Find missing parts in addition and subtraction stories - Know that addition and subtraction ae inverse operations - Number bonds to 10 - Doubles and halves - Near doubles - Explain and represent the digits	**Multiplication & Division** - count in 2s, 5s and 10s - Solve problems in a variety of contexts. Using addition and subtraction facts, counting in two, five and ten and halves and doubles. **Money** - recognise and explain the value of 1p, 2p, 5p and 10p - Calculate the value of sets of coins - Compare sets of 2p, 5p and 10p

	- Order and compare decade numbers on a number track.	- Simple addition - Number bonds to 5 - Symbols (+, -, =) - Solve problems using part-part whole models with more than two parts	- Symbols (+, -, =) - Find missing parts in an equation - Understand the relationship between addition and subtraction	- Addition facts within 10 - -	in the numbers 11-19 - Use knowledge of 10 and a bit to solve problems. - Addition and subtraction facts within 20. **Length & Height** - Compare lengths - Compare heights - Measuring lengths - Addition and subtraction problems involving length	- Find how many 2ps, 5ps or 10ps are needed to make an amount. - Make amounts within 10p - Make amounts within 20p - Calculate amounts up to 20p **Position & Direction** - Use directional language - Describe turns - Describe positions - Follow and give directions **Time** - Sequence events in chronological order - Days of the week - Months of the year - Time to the hour - Time to the half hour
Science **Kent**	**Materials** - Distinguish between an object and what it was made of. - Identify everyday materials.	**Seasonal changes** - Observe changes across four seasons. - Observe and describe weather associated with the seasons and how day length varies.	**Materials** - Describe simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties.	**Seasonal changes** - Observe changes across four seasons. - Observe and describe weather associated with the seasons and how day length varies.	**Animals including humans** - Identify, name, draw and label the basic parts of the human body. - Identify which part of the body is associated with each sense. - Identify and name a variety of common animals from the 5 groups (fish, amphibians, reptiles, birds and mammals). - Identify and name a variety of common animals that are carnivores, herbivores or omnivores.	**Seasonal changes** - Observe changes across four seasons. - Observe and describe weather associated with the seasons and how day length varies.	**Animals including humans** - Describe and compare structure of a variety of common animals (from the 5 animal groups).	**Plants** - Identify and name common, wild and garden plants including deciduous and evergreens - Identify and describe basic structure of a variety of common plants and trees.	**Seasonal changes** - Observe changes across four seasons. - Observe and describe weather associated with the seasons and how day length varies.

PSHE **Jigsaw**	**Being Me** - Special & safe (in class) - My class (belongings) - Rights and responsibilities - Rewards and feeling proud - Consequences - Owning our Learning Charter (rights and responsibilities)	**Celebrating Differences** - The same as… (similarities between children in my class) - Different from... (in my class) - What is 'bullying'? - What do I do about bullying? - Making new friends - Celebrating differences; celebrating me	**Dreams and Goals** - My treasure chest of success - Steps to goals - Achieving together - Stretchy learning (facing challenges) - Overcoming obstacles - Celebrating my success	**Healthy Me** - Being healthy (healthy and unhealthy) - Healthy choices - Clean and healthy (germs) - Medicine safety - Road safety - Happy, Healthy Me (recognise how being healthy helps me to feel happy)	**Relationships** - Families (belonging) - Making friends - Greetings (physical contact) - People who help us - Being me own best friend - Celebrating my special relationships	**Changing Me** - Life cycles (human) - Changing me - My changing body - Boys' and girls' bodies - Learning and growing - Coping with changes
History **Kapow**		**How am I making history?** - Order photographs correctly on a simple timeline - Use the terms 'before' and 'after' when discussing their timelines - Talk about memories and place one of them on a timeline - Explain why memories are special and name events that they celebrate throughout the year - Think of three ways they celebrate their birthday - Ask a visitor a question about childhood in the past - Know a similarity and a difference between		**How have toys changed?** - Discuss their favourite toy using language related to the past - Ask questions about toys in the past - Make comparisons between toys in the past and present - Sequence artefacts from different periods of time - Identify changes between teddy bears today and those from 100 years ago - Describe how toys have changed over time		**How have explorers changed the world?** - Explain what explorers do - Name equipment or transport an explorer would need - Sequence photographs from different periods of time - Name important explorers and where they travelled - Select the most important events in a historical story - Sequence events on a timeline and use this to retell the story - Make inferences and ask questions to further their understanding

		childhood now and in the past - Use key vocabulary to compare the present, the past and possible changes in the future				- Recall information about past and present explorations - Understand events in relation to the present day and compare how exploration has changed over time - Describe how an explorer is significant and how they impacted events or people's ideas
Geography **Kapow**	**What is it like to live here?** - Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. - Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. - Recognise four features in the school grounds using a map. - Explain how they feel about three areas of the		**What is the weather like in the UK?** - Name and locate the four countries on a map of the UK. - Identify the country they live in. - Identify the four seasons. - Describe some seasonal changes. - Identify the four compass directions. - Use the compass directions to describe the location of features. - Observe and describe daily weather patterns. - Begin to locate the four capital cities of the UK. - Explain what the weather is like during		**What is it like to live in Shanghai?** - Give examples of human and physical features. Identify features they see on a walk. - Explain the location of features using some directional language. - Use an aerial photograph to locate physical and human features. - Draw simple pictures or symbols on a sketch map. - Draw compass points. - Name the continent they live in. - Use an atlas to locate the UK and China on a world map.	

	playground and find out how others feel by looking at the results of a survey. - Draw a design to improve three areas of the playground using the results from the survey.		each season in the UK. - Suggest appropriate clothing and activities for each season.		- Use an atlas to locate Europe and Asia on a world map. - Identify China's physical and human geography. - Sort physical and human features using photographs. - Identify physical and human features in images of Shanghai. - Compare Shanghai to their locality. - Identify similarities and differences between human and physical features.	
Computing **iLearn2 & ProjectEVOLVE**	**Mouse and keyboard skills** (4-6 lessons) - Move the mouse or trackpad and left click to select an object. - Drag and drop with mouse or trackpad to move objects around the screen. - Find letters or numbers on a keyboard. - Begin touch typing with home row keys. **Online safety** (1 Lesson)	**Digital art** (4 lessons) - Change the colour of individual pixels to accurately re-create basic artwork. - Make changes where required. - Change the colour of individual pixels to accurately re-create detailed artwork. - Use zoom controls to help fill small shapes. **Online safety** (1 Lesson)	**Design** (4 lessons) - Change the colour and pattern of elements. - Position and rotate objects on a design. - Position objects in relation to each other. - Resize, rotate, flip and arrange objects behind/in front of each other. **Online safety** (1 Lesson)	**Text and images** (3 lessons) - Change the background colour of a page. - Add, resize and position images (pictures) on a page. - Type and position text on a page, if possible using capital letters and punctuation. - Label pictures with text. - Use word-banks for writing sentences about pictures. **Music Creation** (2 Lessons) - Create a rhythm using a pattern of beats.	**Comic creations** (3 lessons) - Add, resize and organise colour or picture backgrounds. - Add, resize, organise characters/object to different panels. - Add narration using text and direct speech using speech bubbles. **Online safety** (1 Lesson)	**Introduce programming** (5-7 lessons) - Place instructions into the correct order (sequence) to make something work. - Use direction arrows to move an on-screen object (character/sprite) to achieve an objective. - Predict a route and sequence direction commands (algorithm) to achieve an objective. Correct the errors if necessary (debug). - Predict a route and sequence distance commands to program an on-

				- Create digital sounds using patterns and shapes. - Create a simple melody using patterns and adjust tempo. **Online safety** (1 Lesson)		screen object to achieve an objective. - Predict and sequence movement and pen commands to program the drawing of different 2D shapes. - Sequence code blocks, including movements and execute (start program) blocks to write a program to achieve an objective. **Online safety** (1 Lesson)
RE	**Christianity** Why do Christians call God 'Creator'? - Talk about their own emotions (regarding their special book), connecting them to those of Christians. - Most Christians believe that God loves to give the Creation account. - How the beliefs of Christians link to the event of creation and the events of Jesus' life. - Harvest is a time to be thankful for food. - Talk about their own emotions in response to	**Christianity** What is the Nativity and why is it important to Christians? - Most Christians believe in Jesus as God's Son, born as a baby ('incarnation'). - Most Christians believe that Jesus is both human (like us & his mother Mary) and divine (like God, his Father). - There are different important 'characters' in the Nativity that are part of the Christmas story. - For most Christians, Jesus is the most important element of the Nativity.	**Islam** What is important to Muslim families? - The words 'Islam' & 'Muslim' are based on the same word in Arabic, 'salaam', which means 'peace'. - Muslims believe that Muhammad (PBUH) is a prophet and the last messenger of Allah or Muslims Muhammad (PBUH) is the best example of a Muslim and every Muslim should try to be like him. - The Qur'an is the special /sacred book for Muslims, and is written in Arabic. - Muslims believe it contains the words of Allah given to	**Christianity** What do Christians learn from stories of Jesus? (Easter) - Key events of Jesus' life from baby -> man -> ascension. - How Jesus' life and experiences share similarities with their own. - How Jesus' life and experiences were also very different from their own. - What most Christians believe was Jesus' plan and intention on earth [salvation]. How most Christians try to live their lives following the example that Jesus set.	**Judaism** What is the Torah and why is it so important to Jewish families? - What it means to treat something with respect. - The Torah is the Jewish holy book and contains rules to help Jewish people to live good lives. These rules make life fair for everyone and help them to worship God. - God's name is holy for Jewish people. - The Torah is a scroll and is written in Hebrew. - The way that the Torah is treated is	**What makes a good leader?** - Being a leader is an important job and comes with responsibilities. - Religions have leaders whose example is still followed today. - Leaders might have certain characteristics linked to thinking about others or following God. - People try to follow the teachings and example of their leaders. - They themselves can be influenced by the example of others and influence others.

	'creation' and thankfulness with the emotions of those in the accounts explored. - Most Christians, worship / giving is a response to who God is and what he has given.	- There are similarities and differences in the ways that Christians and other people around the world celebrate Christmas.	Muhammad by the Angel Jibreel.		linked with the Jewish belief that it contains the holy words of God. - The synagogue is the place where the Torah is kept and where Jewish people go to pray.	
Art **Access Art**	**Spirals** - Understand drawing is a physical activity. - Explore the relationship between drawing (2D) and making (3D). - Explore lines using a range of tools. - Application of colour. - Observational drawing from first hand and film.		**Exploring Watercolour** - Exploring watercolour and discovering we can use accidental marks to help us make art. - Understand watercolour as a media that needs water and pigment. - Use a range of brushes and holding techniques for mark making. - Explore expressive and refined mark making with paint. - Imaginary painting- image drawn from mind. - Practise working back into your painting with paint, pen or pencil.		**Making Birds** - To look carefully and slowly and respond to images and film by creating observational drawings. - To create observational drawings of feathers using a variety of art media and mark making. - To begin to understand how to manipulate paper to create 3D forms. - To design and make my own standing bird sculpture, taking inspiration from artists' work. - To display my bird as part of a flock and to reflect on the work that I have produced for this project.	
Design Technology		**Sliders and levers** - Develop, model and communicate their ideas through drawings and mock-		**Freestanding Structures** - Select new and reclaimed materials and construction kits		**Preparing fruit and vegetables** (fruit jelly) - Generate initial ideas and design criteria

Projects on a Page		ups with card and paper. - Select and use tools, explaining their choices, to cut, shape and join paper and card. - Explore a range of existing books and everyday products that use simple sliders and levers. - Explore and use sliders and levers. - Understand that different mechanisms produce different types of movement.		to build their structures. - Use simple finishing techniques suitable for the structure they are creating. - Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. - Know how to make freestanding structures stronger, stiffer and more stable. - Know and use technical vocabulary relevant to the project.		through investigating a variety of fruit - Use simple utensils and equipment to e.g. peel, cut, and slice safely. - Select from a range of fruit and vegetables according to their characteristics to create a chosen product. - Understand where a range of fruit comes from e.g. farmed or grown at home - Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruits are part of The Eatwell plate.
Games **Get Set 4 PE**	**Fundamentals** - Explore balance, stability and landing safely. - Explore how the body moves differently when running at different speeds. - Explore changing direction and dodging. - Explore jumping, hopping and skipping actions. - Explore co-ordination and	**Invasion Games** - Develop dribbling a ball with your hands. - Explore accuracy when rolling a ball. - Explore throwing with accuracy towards a target. - Explore catching with two hands. - Explore dribbling a ball with your feet. - Explore tracking a ball that is coming towards me.	**Ball skills** - Develop dribbling a ball with your hands. - Explore accuracy when rolling a ball. - Explore throwing with accuracy towards a target. - Explore catching with two hands. - Explore dribbling a ball with your feet. - Explore tracking a ball that is coming towards me.	**Team Building** - Co-operate with a partner to complete challenge. - Develop talking, listening and sharing skills. - Explore and develop working as a team. - Use speaking and listening skills to lead a partner. - Plan with a partner and small group to complete challenges. - Use talking, listening and sharing skills to complete challenges.	**Net and wall games** - Defend space using the ready position. - Play against an opponent and keep the score. - Explore hitting with a racket. - Develop racket and ball skills. - develop sending a ball using a racket. - Develop hitting over a net.	**Striking and Fielding** - Develop underarm throwing and catching. - Develop underarm throwing and catching. - Develop hitting a ball. - Develop collecting a ball. - Learn how to get a batter out. - Play games and understand how to score points.

	combination jumps. - Explore combination jumping and skipping in an individual rope.					
PE **Get Set 4 PE**	**Gymnastics** - To be able to make different gymnastics shapes such as pike, straddle, dish and arch shapes. - To be able to perform different gymnastics balances including a table top bridge - To perform gymnastics jumps including tuck and star and half turn - To be able to perform gymnastics rolls – log and egg roll - To be able to travel and make different shapes - To be able to perform a bunny hop with correct technique	**Dance** - Use counts of 8 to move in time and make my dance look interesting. - Explore pathways in my dance. - Create my own dance using, actions, pathways and counts. - Explore speeds and actions in our dance. - Copy, remember and repeat actions that represent the theme.	**Yoga** - Explore yoga and mindfulness. - Copy and remember poses. - Develop flexibility when holding poses. - Develop balance whilst holding poses. - Create yoga poses using a hoop. - Create a yoga flow with a partner.	**Target Games** - Develop underarm throwing towards a target. - Develop throwing for accuracy. - Develop underarm and overarm throwing at a target. - Develop throwing for accuracy and distance using underarm and overarm. - Select the correct throw for the target. - Develop throwing for accuracy and distance.	**Athletics- Track** - Run in a straight line - Move at different speeds over varying distances. - Develop balance - Develop changing direction quickly.	**Athletics- Field** - Explore hopping, jumping and leaping for distance. - Develop throwing for distance. - Develop throwing for accuracy.
Music	**Developing singing voice through singing games** - Identify how chants are different from songs.	**Learning to explore and control sounds** - Moving and playing with an awareness of the tempo (fast/slow). - Use your body to create different	**Explore duration using our bodies and instruments** - Listen to sounds and decide if long or short	**Developing rhythm and pulse** - Mark the beat to different music (live and recorded) - Identify if hearing the beat or a rhythm	**Explore instruments and their timbre** - Listen to different phonic sounds and identify them - Listen and play different instruments and identify the	**Create graphic scores** - Follow a score – initially for one instrument - Follow a score – initially for one instrument

	- Revise and learn some more songs, trying to match pitch and follow signs of quietly/stop/ get ready to sing 1234 - Keep the range of pitch quite small - Identify the beat with voices and body clap/tap toe/finger tap and stomp) - (How do different songs make you feel?	sounds (clap/tapping toes/ finger tapping/stomping) - Learning to follow signs of quietly, 1234 to get ready and stop - Use different percussion instruments to make different sounds (claves/maracas/two tone wood block/ guiro)	- Create a sound with body, decide if long or short - Listen to others and other instruments (CD and live) long or short sounds - Follow graphic scores of long and short notation notes - Create own piece with notation of long and short sounds for others to use	- Experiment with different rhythms by replacing a letter sound from a song with a clap to create a repeated rhythm (e.g. B-I-N-G-O) - Create your own phrase to form a repeated pattern whilst someone else keeps the beat	sound quality (timbre) - Explore the different ways percussion instruments are played (tap/scrape/ shake/ring) - Follow a score to play when it's your instruments' turn - Create own score for an untuned percussion instrument, showing when they want it to be played	- Follow a score for more instruments - Identify silence as well as loud/quiet and fast/slow - Create your own score for 2 instruments - Consider what sounds you might like to use and how, for a fairy-tale (notes get higher as someone climbs- use of glockenspiel. Sounds for rain – rainmaker…Strong beat sound like footsteps)