

Whole School Curriculum Map Year 1 2026-2027

Most topics are based on Edison units which are supplemented by: PLAN Primary Science resources, PSHE/RSE scheme of work, PE, Cambridgeshire Agreed syllabus for RE. Music Express. Chris Quigley curriculum objectives are followed across the school to ensure progression in each subject.

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Edison Theme	Journeys My World	Toys	Fairy Tales	Amazing Animals	Our Wonderful World	Beside the Seaside
Subject Focus	Geography and Science	History DT ICT	DT and Science Drama	Art/ Poetry/ Drama Science	Science /DT	Geography/History
Enrichment		Peterborough Museum	Fairy-tale Day	Hamerton Zoo		Hunstanton and Sealife Centre
Outdoor Learning	Nature Painting (mud and leaves)	Recycled / Natural object Xmas decorations	Wild Potions- scents in the school garden Den building			Wild-Walking (where can you walk in the 'wildness' in school) Firepit
Texts/ Literacy	Handwriting and spelling focus. Outdoor writing linked to fantastic. Naughty Bus! Car Truck Jeep Non-fiction – Vehicles Lost and Found	Lost in the Toy Museum Recount trip Labels to class toy museum Toy story – own toys Me	Fairytales Three Little Pigs Goldilocks - instructions Snow White Jack and the Beanstalk	Riddles what am I? Dear Zoo Science non-fiction	Olivers vegetables Season poem Instructions- plant a seed	Someone swallowed Stanley Commotion in the ocean Brown Bear Brown Bear (At the seaside)

	The Train Ride	This is not a ...		Trip recount		
Maths	Number Place Value within 10 Addition and subtraction within 10 Geometry: shape Number: Place Value within 20		Number Addition and subtraction within 20 Place Value within 50 Measurement: Length and Height Measurement: Weight and Volume		Number Multiplication and Division Fractions Place Value within 100 Geometry: Position and Direction Measurement: Money Measurement: Time	
Science	Animals incl Humans Who Am I Parts of the body, the senses • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Investigation: Use our senses, prediction. Seasonal change Autumn • Observe changes across the four seasons. • Observe and describe weather associated with the	MATERIALS - basic introduction and vocabulary prep for next topic • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials.	Materials – • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the 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.	Animals incl. humans • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and	Plants • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.	Seasonal change recap • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.

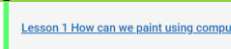
	seasons and how day length varies.	Investigation linked to science week – build a bridge.		mammals, including pets).	Seasonal change Summer • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.	
History	Incidental – houses/buildings old and new	Compare toys and games in the past and present. Investigate and interpret the past Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Understand chronology Place	n/a	n/a	n/a	Grace Darling Describe significant people from the past. SMSC- people who help us RNLI Compare a day out at the seaside to a day out now. Compare clothes and activities. Victorian seaside.

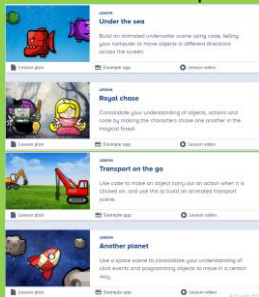
		events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Passing of time, chronology, diff time periods, sources of info (including parents and grandparents). <i>Label time lines with words or phrases such as: past, present, older and newer</i> <i>Recount changes that have occurred in their own lives</i> <i>Diff ways past represented, historical language, time line</i> <i>Use dates where appropriate</i>				
Geog	Explore the local area Draw routes Field study in school	n/a	CQ Devise a simple map and use and construct symbols in a key		CARING for the environment and nature – how can we care for animals and	Investigate places • Ask and answer geographical questions (such as: What is this place like? What or who

	Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. Identify land use around the school. Use locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key.				plants locally and in our gardens, can we improve our school grounds? Identify land use around the school – plan a school garden <i>(Tidy – Emily Gravett)</i> Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use basic geographical vocabulary to refer to: key physical features	will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use aerial images and plan perspectives to recognise landmarks and basic physical features Communicate geographically • Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, <i>Express likes and dislike. Compare the seaside to local area (Venn Diagram)</i> <i>Seasonal change- what we wear, eat, drink in Summer</i>
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Design Technology		Kapow Mechanisms: Wheels and Axels (4 lessons) Pull along toy. Create products using levers, wheels and winding mechanisms. Materials • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen) <i>Including Levers</i>	Kapow Textiles puppets (4 lessons) Designing and making puppets • Shape textiles using templates. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).		Kapow Food- Fruit and vegetables (4 lessons) Cut, peel or grate ingredients safely and hygienically. Assemble or cook ingredients.	
Art (All covering CQ Milestone Develop ideas)	Painting & mixed media – Paint my world. KAPOW L2,3,4,5 Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make different tints and tones. Describe the work of		Drawing – Exploring line and shape. KAPOW. L1,2,4,5 Draw lines of different thicknesses and sizes. Colour in own work neatly. Use a wide range of tools to create different textures,	Sculpture and 3D – paper play. KAPOW 1,2,4,5 Use a combination of shapes. Include lines and texture. Use rolled up paper, straws etc		Craft and design – woven wonders. See KAPOW Plans 2,3,4 Use a combination of materials that are cut, torn and glued. Use weaving to create a pattern. Use plaiting.

	notable artists and designers. Use some of the artists studied to create pieces.		tones, colours and shapes.	Use techniques such as rolling and cutting		
PSHE	MMR BB 1 / 2 Myself & my relationships: Beginning and belonging	MMR ME 1 / 2 Myself & my relationships: My emotions	CDC 1 / 2 Citizenship Diversity and communities	H&SL HL 1 / 2 Healthy & Safer lifestyles: Healthy lifestyles	H&SL MSR 1 / 2 Healthy & safer lifestyles	Managing safety & risk (TG Digital Lifestyle) Healthy & Safer Lifestyles Relationships and Sex Education (RS 1) a. What are the names of the main parts of the body? DB b. How has my body changed since I was little? DB c. What can my amazing body do and how has this changed since I was younger? d. When am I in charge of my actions and my body? BS

						e. How can I keep my body clean? HPP f. How can I avoid spreading common illnesses and diseases? HPP
PE Get set 4PE	The Fundamentals	Dance	Gymnastics	Sending and receiving	Athletics	Target games
RE Peterborough agreed syllabus via Discovery RE Knowledge Organisers	CHRISTIANITY Enquiry Question: Does God want Christians to look after the world?	CHRISTIANITY Enquiry Question: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?	CRISTIANITY Enquiry Question: Was it always easy for Jesus to show friendship?	CHRISTIANITY Enquiry Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	JUDAISM Enquiry Question: Is Shabbat important to Jewish children?	JUDAISM Enquiry Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?
Computing	CONNECT: <u>Project Evolve</u> Privacy and security -passwords -personal information	COLLECT: 6 Lessons this term. Grouping data Teachcomputing.org unit 	CODING: On the move. 4 Lessons this term. Lesson 1 – Under the sea Lesson 2- Royal chase Lesson 3 – Transport on the go	CODING: Simple Inputs 5 Lessons this term. Lesson 1 – Burst the bubbles Lesson 2- Catch the fish Lesson 3 – Magic Castle Lesson 4 – Emergency Lesson 5 – Debugging: simple inputs   	COMMUNICATE: 6 Lessons this term. Digital Painting Start Teachcomputing.org unit  	COMMUNICATE: 6 Lessons this term. Digital Painting Teachcomputing.org unit 

		Lesson 1 Label and match Lesson 2 Group and count Lesson 3 Describe an object Lesson 4 Making different groups Lesson 5 Comparing groups Lesson 6 Answering questions	Lesson 4 – Another planet  	E-safety <u>CONNECT:</u> <u>Project Evolve</u> Managing online information	<u>CONNECT:</u> <u>Project Evolve</u> Online reputation Online relationships <u>Coding</u> Programming Beebots (link to maths unit)	Lesson 1 How can we paint using computers? Lesson 2 Using shapes and lines Lesson 3 Making careful choices Lesson 4 Why did I choose that? Lesson 5 Painting all by myself Lesson 6 Comparing computer art and painting
		<u>CONNECT:</u> <u>Project Evolve</u> Online bullying	<u>CONNECT:</u> <u>Project Evolve</u> Self-image and identity			<u>CONNECT:</u> <u>Project Evolve</u> Copyright and ownership Health, wellbeing and lifestyle. Chrome books logging on
Music	Ourselfes- Music Express Focus: Exploring Sounds <u>CQ Statements</u> -Perform -Compose -Describe	Christmas Rehearsals (Singing) <u>CQ Statements</u> -Perform	Storytime - Music Express. Focus: Exploring sounds <u>CQ Statements</u> -Perform -Compose -Describe	Animals- Music Express Focus: Pitch <u>CQ Statements</u> -Perform -Compose -Describe	Water- Music Express Focus: Pitch <u>CQ Statements</u> -Perform -Compose -Describe -Transcribe	Seasons- Music Express Focus: Pitch <u>CQ Statements</u> -Perform -Compose -Describe