

St Mark's C.E. Primary School	Curriculum Map	2026–2027	Year 1
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
St Mark's key text spine 	Naughty Bus by Jan Oke  The Little Red Hen 	 Traditional Tales The Three Little Pigs Non-fiction Instructions	 Beegu by Alexis Deacon  The Odd Egg by Emily Gravett	 Stanley's Stick by John Hegley  Dinosaurs and all that rubbish by Michael Foreman	 Lost and Found by Oliver Jeffers  Pig the Pug by Aaron Blabey	 The Magic Bed by John Burningham Poetry
Writing main unit outcomes	Narratives: Phrases, captions and simple sentences	Narratives: sentence writing Instruction writing	Narrative sentence writing Non-chronological report Text structure- titles	Recount writing Narrative sentence writing	Narrative setting description Instructions Explanation Text	Narrative descriptive writing Poetry
SPAG and handwriting focus areas	Patterns and shape formation Number formation 0–9 Correct seated position for writing Correct pencil grip	Upper case letter formation Lower case letter formation Capital letters, full stops, exclamation marks in sentences	Upper and lower case formation continued Capital letters to start sentences and for proper nouns question marks	Understanding which letters are formed in similar ways Compound sentences using the conjunction 'and'	Handwriting consolidation of skills Question marks and exclamation marks Simple and compound sentence writing	Simple and compound sentence writing Rhyme, repetition and alliteration

	Finger spaces to separate words, full stop to finish a sentence					
 Phonics	Phase 3/4 review & Phase 5 GPCs Tricky words: phases 2-4	Phase 5 graphemes Tricky words	Phase 5 graphemes Tricky words	Phase 5 graphemes Tricky words	Phonics Screen Check Review Consolidation	Phase 5 graphemes Tricky words
Guided Reading	• Read words with contractions and understand what the apostrophe represents • Joining in with predictable phrases • Appreciate rhymes and poems • Read aloud books that are consistent with existing phonic knowledge • Link what they read or hear to their own experiences • Read and understand simple sentences. • Use phonic knowledge to decode regular words and read them aloud accurately • Read some common irregular words. • Demonstrate understanding when talking with others about what they have	• Apply phonic knowledge to decode words • Read words containing GPCs and -s, -es -ing - ed - er -est endings • Becoming familiar with key stories, fairy stories and traditional tales. • Predicting what might happen • Making inferences • Participate in discussion about what is read to them. Explain clearly their understanding	• Apply phonic knowledge • Be encouraged to link what they have read to their own experiences • Learning to appreciate rhymes and poems and recite some by heart • Using the prefix -un • Re-read books to build up confidence and fluency in reading • Respond speedily with the correct sound to graphemes for all 40+phonemes Listening to discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently.	• Read accurately by blending sound sin unfamiliar words containing GPCs that have been taught. • Read common exception words (noting unusual correspondence between spelling and sound) • Discussing word meanings, linking them to those already known • Apply simple spelling rules and guidance, as listed in English appendix 1 • Drawing on what they already know or on background information and vocabulary provided by the teacher.	• Read accurately by blending sounds in an unfamiliar words • Predicting what might happen • Making inference on the basis of what has been said • Explain clearly their understanding of what is read to them • Read words with contractions Participate in discussion about what is read to them, taking turns and listening to what others say.	• Read words with contractions (e.g. I'm, I'll) • Making inferences based on what is being said and done. • Predicting what might happen • Participate in discussion about what is read to them. • Read common exception words • Being encouraged to link what they read to their own experience • Recognising and joining in with predictable phrases Discussing the significance of the title and events

	read.Read common exception words					
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths 'block foci' 	Number: place value within 10 (5 weeks) Addition and subtraction within 10 (2 weeks)	Addition and subtraction within 10 (3 weeks) Geometry: Shape (1 week) Consolidation	Place Value within 20 (3 weeks) Add and subtract within 20 (3 weeks)	Place value within 50 (2 weeks) Length and Height (2 weeks) Mass and Volume (2 weeks)	Multiplication and division (3 weeks) Fractions (2 weeks) Position and Direction (1 week)	Place value within 100 (2 weeks) Money (1 week) Time (2 weeks) Consolidation (1 week)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education	Creation 1.2 U.C Who made the world?	Incarnation 1.3 U.C Why does Christmas matter to Christians?	Gospel 1.4 U.C What is the good news that Jesus brings?	Salvation 1.5 U.C Why does Easter matter to Christians?	Judaism E.P. Prayer and Worship Why do Jewish families say so many prayers and blessings?	Judaism E.P -Torah Why is the Torah such a joy for the Jewish Community?
Science	Animals including humans Identify basic parts of the	Everyday Materials Distinguish between an object and the	Everyday materials continued	Plants Identify and name a variety of common wild and garden plants,	Changing seasons Observe changes across the four seasons	Animals – Types of animals: Identify and name a variety of common

	human body and say which part of the body is associated with each sense. Describe and compare a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	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	including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees	Observe and describe weather associated with the seasons and how day length varies	animals that are carnivores, herbivores and omnivores.
Computing	Coding: We are Treasure Hunters		We are Digital Artists			We are Detectives
History	Schools How has going to school changed over time?		Nurses Who made the most significant contribution to nursing?	Seaside How has the seaside changed over time?		
Geography		Local Area What can I discover about my local area?			Britain What countries make up Britain and what are they like?	Our Coast What makes our coast special?
Art and Design	Painting - Colour Creations Kandinsky		Collage - Paper Art		Sculpture - Andy Goldsworthy	
Design Technology		Eat more Fruit and Veg – cut, peel & grate.		Moving Minibeasts – sliders, levers and pulleys		Stable structures – design and plan

Music	Hey You!	Rhythm in the Way We Walk and Banana Rap	In the Groove	Round and Round	Your imagination	Reflect, Rewind and Replay
P.E. outdoor	Pirate themed Multi-skills	Ball skills	Football	Tennis	Athletics	Sports Day practice
P.E. indoor	Seaside Dance	Gymnastics	Gymnastics	Jungle Dance	<i>Swimming TBC</i>	<i>Swimming TBC</i>
French	Unit 1: songs Bonjour, Au revoir	Song: Comment Ça va?	Song: Ma Famille	Song: Frère Jacques	Song: colours	Song: Numbers to ten
RSE and PSHE	My Healthy Self: How can we look after our emotions?	Connecting with Others: How can I help myself and others feel happy and safe?	The Online World: How do we spend time online?	Citizenship: How can I help others and the environment?	Health Protection: How can I protect myself and others?	Staying Safe: How can I stay safe?
Trickbox 	Mirror, Mirror Big Voice	Stand Tall Colour Breathing	Sunny Side Floating Cloud	Win-Win Light Bulb	Free Flow	Consolidation of all tricks
Trips/visitors		Explore local area		Museum of East Dorset trip	Jewish visitor	RNLI visitor