



St Paul's CE Academy

Curriculum Map 2026-2027



Year One

Learning Journey Topic	Term 1 What is the geography of where I live?	Term 2 Toys past and present	Term 3 How does the weather affect us?	Term 4 Castles	Term 5 Why do we love being by the sea so much?	Term 6 Hastings Beach / Pirates
WOW	Numbots launch day	Church visit	Teacher Robot	Bodiam Castle?	Plant seeds Materials for 3 Little Pigs	Beach Trip
Finale						
Linked curriculum areas	PSHE and Geography - local heroes DT and Science - healthy eating	History and Science - toy materials Art and Science - materials	DT and English - instruction writing Computing and English - robot	History and English - castle based text Computing and science - grouping data History and Art - painting and drawing castles PSHE - being healthy English - <i>Jack and the Beanstalk</i>	Science and Art - plants English and Geography - seaside PSHE - relationships	History and English - seaside holidays PSHE - life cycles
Discrete subjects	English - Nimesh We're going to find a monster/ how to catch a monster	English - Fairy Tales - Little Red / Watch out grandma	English - <i>Paddington In London</i> <i>The Moonlight Dragon</i>			
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Quality Texts	Voyage and return / quest based on (we're going to find a monster) Innovate - locations and monsters Instructions (How to Win a Raffle Book) Recognising features of the text: title, introduction, list, instructions	Quest (Little Red) Innovate - characters Non-chronological report (All about Winnie) Title, introduction, factual statements, present tense, diagrams with labels, Innovate - All about pebbles.	Rebirth (Flooded / The Gigantic Turnip) Instructions (Sandwich Bot 3000) Introducing diagrams with captions and bullet points for ingredients. Innovate - jelly pots	Voyage and return (Jack and the Beanstalk) Non-chronological report (The Rainbow Dragon) Title, introduction, factual statements, present tense, diagrams with labels, Innovate - personalised Rainbow Dragon	Defeating a monster (3 Little Pigs) Innovate - 3 little Fish Recount / letter (At the Beach, Roland Harvey) Innovate - recount of class trip to the beach.	Extended description (Claude on Holiday) Non-chronological report (Save our Beach / Clean up) Innovate into posters for the playground.
English - Writing outcomes	Sentence starters, sequencing, fronted adverbials - First, next, finally Description - Alliteration Single adjectives Adjectives for description Conjunctions - and & or to link phrases Word structure - Nouns, Verbs, Imperative verbs / commands Punctuation - Full stops, Capital letters, Finger spaces, Exclamation marks	Sentence starters, sequencing, and fronted adverbials - One day, before long, it wasn't long before. Description - Up-leveling adjectives Determiners - most, some Adjectives for description Conjunctions - Using "and" & "but" to join phrases. Word structure - Exciting verbs, Prefix - un____, Present tense verbs using "ing" Punctuation - Exclamation marks	Sentence starters, sequencing, fronted adverbials - One fine morning, so, next, finally, after that. Description - Single well-chosen adjectives Adverbs - evenly, carefully, gently, exactly Conjunctions - Using "and" to join phrases. Extending phrases using "but" 'because'. Word structure - Past tense verbs	Sentence starters, sequencing, fronted adverbials - In a faraway land, early the next day, when, suddenly, as quick as a flash Description - Expanded noun phrases. Linking 3 adjectives using and Determiners - most, some, all Linking up to 3 pieces of description. Similes. Conjunctions - Joining words using "and", "until", "'but'"	Sentence starters, sequencing, fronted adverbials - A long, long, time ago, one fine morning, lived happily ever after. Description - Expanded noun phrases and similes Adjectives to describe the sounds of the beach and what they found in the rock pools. Using _er / est to compare. Conjunctions - Joining phrases using "and", "but", "'because'"	Sentence starters, sequencing, fronted adverbials - Later that day, eagerly, unsurprisingly, proudly Description - Description for movement, comparison (-est), appearance and similes. Using prepositions to describe. Adjective to create an emotional / persuasive outcome. Using quantifiers (some, most, sometimes, lots of) Conjunctions - expanding noun phrases with "and", "'or'"

		Question marks, Capital letters	Punctuation - Questions and question marks, Exclamations.	Word structure - Adverbs to describe Punctuation - Exclamation marks Reading inverted commas, Ellipses	Word structure - Past tense verbs where root word does not change. Punctuation - Exclamation marks Reading inverted commas	Word structure - Verbs, nouns and adjectives. Punctuation - Questions and question marks
Handwriting and Presentation	i, I, l, L, t, T u, U, w, W, e, E c, C, o, O a, A, d, D n, N, m, M, h, H there, she, no, they, we're, we, your, to, the, you	j, J, y, Y g, G, q, Q b, B, p, P, k, K v, V, s, S, r, R f, F, z, Z, x X said, some, so, house, where, he, the, eyes, why have, all, our, are, old, love, is, most, walk	* Letter names taught during handwriting i, I, l, L, t, T u, U, w, W, e, E c, C, o, O a, A, d, D n, N, m, M, h, H one, her, to, so, to, would, pulled, they, have, you, what, your, we, some, because, put	* Letter names taught during handwriting j, J, y, Y g, G, q, Q b, B, p, P, k, K v, V, s, S, r, R f, F, z, Z, x X there, called, said, go, all, was, she, so, the, are, they, most, some, all, their, also, only, love, don't	* Letter names taught during handwriting i, I, l, L, t, T u, U, w, W, e, E c, C, o, O a, A, d, D n, N, m, M, h, H ago, there, out, one, house, all, the, we, are, because, come, go, any	* Letter names taught during handwriting i, I, l, L, t, T u, U, w, W, e, E c, C, o, O a, A, d, D n, N, m, M, h, H ago, there, out, one, house, all, the, we, are, because, come, go, any
Reading/phonics	Individual reading Progression of phonics starting the extended code	Individual reading	Skills related to guided reading Decoding, retrieval, inference			
Maths	Place value (within 10) - sort objects - count objects - count objects from a larger group - represent objects - recognise numbers from words - count on from any number - find 1 more and 1 less - count backwards within 10 - compare groups by matching - fewer, more and same - less than, greater than and equal to - compare numbers - order objects and numbers - number lines to 10 Addition and subtraction (within 10) - parts and wholes - writing number sentences - fact families - number bonds within 10 - addition - add together and add more - addition problems - finding a part - subtraction	Geometry - recognise, name and sort 2D shapes - recognise, name and sort 3D shapes - create patterns with 2D and 3D shapes Place value (within 20) - counting within 20 - understanding the teen numbers - 1 more and 1 less - number lines to 20 - estimating on a number line - comparing numbers - ordering numbers Addition and subtraction (within 20) - addition by counting on - addition using number bonds - number bonds to 20 - doubles - near doubles - subtraction - counting back and finding the difference - related facts - missing number problems	Place value (within 50) - counting from 20 to 50 - 20, 30, 40 and 50 - counting by making groups of tens - groups of tens and ones - partition into tens and ones - number line to 50 - estimating on a number line - 1 more and 1 less Length and height - comparing lengths and heights - measuring lengths using objects - measuring length in centimetres Mass and volume - heavier and lighter - measuring mass - comparing mass - full and empty - comparing volume - measuring capacity - comparing capacity	Multiplication and division - count in 2s, 5s and 10s - recognise equal groups - add equal groups - make arrays - make doubles - make equal groups - grouping - make equal groups - sharing Fractions - recognise and find half of an object, shape or quantity - recognise and find a quarter of an object, shape or quantity	Position and direction - describe turns - describe position - left and right - describe position - forwards and backwards - describe position - above and below - ordinal numbers Place value (within 100) - count from 50 to 100 - tens to 100 - partition into tens and ones - number line to 100 - 1 more and 1 less - compare numbers	Money - recognising coins - recognising notes - count in coins Time - 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	Human Body x2 weeks	Autumn	Winter	Spring	Summer	
Materials, Animals and Plants to be taught through Seasonal Changes.	- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Monday 22 nd September 2025 - Sunday 21 st December 2025	Sunday 21 st December 2025 - Friday 20 th March 2026	Friday 20 th March 2026 - Saturday 20 th June 2026	Sunday 21 st June 2025 - Wednesday 23 rd September	
	Plants: - Identify and name a variety of common wild and garden plants, including deciduous and evergreen - Identify and describe the basic structure of a variety of common flowering plants, including trees. Animals: - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - 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 mammals, including pets) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 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.					
Computing	Introduction to Purple Mash Introducing Purple Mash and the essential skills for the year 1 scheme units. - logging in and out - opening and using 2Dos - Saving work Creative Computing Developing mouse skills and ICT skills using the creative 2DIY tools in Purple Mash. - making digital art - making and sharing jigsaws - making a drag and drop game	Data Explorers Grouping and sorting objects. Relating this to organising and interpreting data. Using pictorial data on Purple Mash. - sorting and grouping	Creating and Following Instructions Understanding simple algorithms through unplugged activities before moving to sequencing activities on digital devices. - following instructions - creating instructions - understanding simple algorithms Animated Stories Creating and combining digital art and text to produce digital books using the 2Create a Story tool. - creating digital art and text - adding animation to images - adding sound	Coding Introducing block coding using 2Code. - using blocks to code - understanding objects, actions and events - planning and designing a program	Technology Around Us Defining and understanding what technology is. Relating this to school, home, outside and to its use in the wider world. - understanding what technology is - recognising technology in the local environment and wider world	Making Beats Introducing the concept of digital music. - creating sounds using 2Explore - Combining instruments using 2Beat - Composing digital music
Online Safety	Self-image and identity - I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. - If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust and how they can help.	Online relationships - I can give examples of when I should ask permission to do something online and explain why this is important. - I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). - I can explain why it is important to be considerate and kind to	Online reputation - I can recognise that information can stay online and could be copied. - I can describe what information I should not put online without asking a trusted adult first. Online bullying - I can describe how to behave online in ways that do not	Managing online information - I can give some examples of how to find information using digital technologies, e.g. search engines, voice activated searching. - I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/a joke.	Health, wellbeing and lifestyle - I can explain rules to keep myself safe when using technology both in and beyond the home. Privacy and security - I can explain that passwords are used to protect information, accounts and devices. - I can recognise more detailed examples of information that is	Copyright and ownership - I can explain why work I create using technology belongs to me. - I can say why it belongs to me (e.g. I designed it or I filmed it) - I can save my work under a suitable title/name so that others know it belongs to me (e.g. filename, name on content). - I understand that work created by others does not belong to me even if I save a copy.

		people online and to respect their choices. - I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	upset others and can give examples.	- I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	personal to someone (e.g. where someone lives and goes to school, family names). - I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	
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History		<u>Toys Past and Present</u> I will learn: ☐ About the differences between toys. ☐ What toys my grown-ups played with. ☐ How toys were different in the past. ☐ The main difference between my toys now and toys in the past. ☐ How toys have change in my living memory.		<u>Castles</u> I will learn: ☐ About castles that have been built in the UK. ☐ About Norman invaders and why they had castles. ☐ About the structure of Medieval castle. ☐ About the lifestyle in Medieval Castles. ☐ About different types people in Medieval times. ☐ About the tower of London and how it was different in the past.		<u>Seaside Holidays</u> I will learn: ☐ What a seaside holiday is. ☐ About seaside holidays in the past. ☐ About the popularity of seaside holidays. ☐ To be a History detective and use pictures to help me find clues about the past.
Geography	<u>What is the Geography of where I live?</u> Ask simple geographical questions I can name, describe and compare places I know. I can link home with other places I know.		<u>How does weather affect our life?</u> Ask simple geographical questions I can describe seasonal weather changes. I can link home with other places I know		<u>Why do we love to be beside the seaside so much?</u> Ask simple geographical questions Understand some places are link to other places e.g. roads, trains. I can name, describe and compare places I know. I can link home with other places I know. I can show I know about changes that are happening in the local environment e.g. School Make a simple map or plan	
Art		<u>Sculpture</u> Sculpture Christmas hanging decorations- (snowflake) • Use a combination of shapes.		<u>Painting/Drawing</u> - Respond to ideas and starting points - Explore ideas and collect visual information.	<u>Painting/ Collage Printing</u> - Draw lines of different sizes and thickness. - Colour own work neatly, following the lines. - Show pattern and texture by adding dots and lines.	

		• Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving.		• Explore different methods and materials as ideas develop. • Describe the work of artists studied. • Use some of the ideas of artists studied to influence their own work. • I can use thick and thin brushes. • I can mix primary colours to make secondary colours. • I can add white to make tints and black to make tones. • I can create colour wheels. •	• Show different tones by using coloured pencils. • Use repeating or overlapping shapes. • Mimic print from the environment. • Use objects to create prints e.g. fruit, vegetables and sponges. Press, roll, rub and stamp to make prints Collage • Respond to ideas and starting points • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture.	
Design Technology	<u>Healthy Fruit Kebab</u> Design • have my own ideas • explain what I want to do • explain what my product is for, and how it will work • use pictures and words to plan, begin to use models • design a product for myself following design criteria - research similar existing products Make • explain what I'm making and why • consider what I need to do next • select tools/equipment to cut, shape, join, finish and explain choices • measure, mark out, cut and shape, with support • choose suitable materials and explain choices • try to use finishing techniques to make product look good - work in a safe and hygienic manner Evaluate • talk about my work, linking it to what I was asked to do		<u>Design a jelly pot (Easter)</u> Design Design for a purpose. Generate, develop, model and communicate their ideas through talking and drawing. Make How to cut. How to join. Evaluate Be able to discuss the effectiveness of their design against simple criteria Technical knowledge • Packaging shows product. • Identify materials in packaging. • Different people have different preferences. • Develop some cutting skills. • Explore and use cutting implements and joining methods. • Know and use some technical vocabulary relevant to the project.			<u>Design, make and evaluate a pier</u> Design Design for a purpose. Generate, develop, model and communicate their ideas through talking and drawing. Make How to cut. How to join. Evaluate Be able to discuss the effectiveness of their design against simple criteria. Technical knowledge • begin to measure and join materials, with some support describe differences in materials suggest ways to make material/product stronger

	- talk about existing products considering: use, materials, how they work, audience, where they might be used - talk about existing products, and say what is and isn't good - talk about things that other people have made begin to talk about what could make product better					
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Music	(Merryn) Pulse- steady beat Rhythm- copy, word chants Pitch- high and low, singing games	Singing as a group Nativity	Musical stories/journeys eg rainstorm, train journey.	(Merryn) Pulse- respond to music, repeated patterns Pitch- high and low Rhythm- Perform patterns in time with a steady beat	Graphic notation for rhythm and pitch patterns	Singing: Call and Response songs
Religious Education	God and creation Who is God and how did he create my world? What words come to mind when I think about God? What does the bible say about God? How did God create the world? What do I think about God? Who is God and how did he create my world?—through talking, mark making, pictures.	Light and incarnation How does art represent Jesus being the Light of the World? What happens during the Christmas story? Who is Jesus? Why do you think they call Jesus, 'the Light of the world?' How does art show Jesus being the Light of the world? How does art represent Jesus being the Light of the World?—Children to create their own painting.	Who is Muslim and how do they live? What do people think about God? What do Muslims think about God? Who was the Prophet Muhammad and why is he important to Muslims? What can people learn from Muslim holy words? What difference does worshipping God make to Muslims?	Salvation What happens during Palm Sunday? What are palm leaves? Why did Jesus ride on a donkey? How did the people feel about Jesus? Why did the people place palm leaves on the floor? What happens during Palm Sunday?—make palm leaves and create the event through drama.	Belonging What is baptism? Why is water important in baptism? What happens when you are baptised? Why did Jesus baptise people? What does it feel like to be baptised? What is baptism?—some writing to show their understanding of baptism or an annotated drawing.	How should we care for others and the world? What do Christian, Jewish and non-religious people believe about caring for people? How do some religious and non-religious people show that they care for people? What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?
PE	OAA - Outdoor Adventurous Activity As a team member, I know how to: use searching skills to find given items from clues and pictures work as a pair to navigate use and explore unusual equipment to develop coordination, problem-solving and motor skills	Gymnastics As a gymnast, I know how to: identify and use simple gymnastics actions and shapes apply basic strength to a range of gymnastic actions carry basic apparatus such as mats and benches recognise like actions and link	Dance As a dancer, I will learn how to: show moods and feelings I would experience in the jungle move as if I am living in the jungle to create and perform movements which show friendship perform leading and following movements perform a short dance with a clear start, middle and end use repeated actions in our dance	Games (hit, catch, run) As a team member, I will learn how to: select a space to roll or throw a ball into track and collect a rolling ball catch a ball to stop an opponent from scoring use our hands to hit a ball run between bases to score points work as a team to score points	Athletics (run, jump, throw) As an athlete and team member, I will learn how to: start and stop moving at speed use my arms when running at different speed take off on TWO feet to jump for distance use the correct technique to throw different objects for distance show improvement in my throwing running, jumping and throwing relays in teams, including redoing TfL tasks in teams	Games (send and return) As a team member and athlete, I learn how to: slide a bean bag to a target hit a ball in different ways with our hands move towards a ball to return it work with a partner to stop and return a bean bag what a rally is and rallying with a partner send a ball into space to make it harder for our opponent

Coram Scarf	<u>Me and My relationships</u> Feelings Name some feelings and talk about how I am feeling. Recognise and manage my feelings and know where to get help when I need it. I can explain why I am feeling a certain way, use different ways to help myself feel better, and encourage others to ask for help when they need it. Getting help I can identify safe adults who can help me if I am worried, hurt or upset. I can seek help from safe adults and show kindness and care towards myself and others. I can choose a safe adult to help in different situations and notice when someone else may need help, kindness or support. Family and Friends I can be kind to others and work and play cooperatively with friends. I can build positive relationships by treating others with kindness, respect and care. I can be a good friend by listening to others, understanding how they might feel, and helping to sort out disagreements in a kind way.	<u>Valuing Differences</u> Recognising, valuing and celebrating difference I can notice ways that people are the same and different. I can recognise and value differences between people and treat everyone kindly. I can talk about positive things that make people different and include everyone in what I do. Developing kindness, respect and empathy I can be kind and show respect to others. I can show kindness, respect and empathy towards others. I can think about how others might feel and choose kind and fair ways to help them.	<u>Keeping Safe</u> Keeping Safe and trusting feelings I can name some feelings and tell a safe adult if something makes me feel worried or unsafe. I can recognise feelings that help keep me safe, say “no” to unwanted touch, and ask a safe adult for help when I need it. I can explain how my feelings can warn me about unsafe situations and choose ways to keep myself safe and get help for myself or others. Keeping healthy and medicines I can name some things my body needs to stay healthy. I can explain how to keep my body healthy and understand that medicines can be helpful or harmful if they are not used safely. I can describe how healthy choices help my body and explain how to use medicines safely with the help of a safe adult. Online safety I can talk about some ways to stay safe when using the internet. I can stay safe online by keeping personal information private and asking a safe adult for help if I am worried. I can explain why some information should stay private online and show safe choices when using the internet and digital devices.	<u>Rights and Respect</u> Looking after things I can talk about some feelings and show simple ways to care for myself and my environment. I can recognise feelings and help to look after myself and the world around me. I can recognise feelings in myself and others and explain how my actions help to look after my health, my environment and the people around me. Showing respect I can recognise kind behaviour. I can show kindness and recognise the difference between kind and unkind behaviour. I can show kindness and respect and explain how my actions affect others' feelings and encourage kind behaviour in others.	<u>Being My Best</u> Growth Mindset I can keep trying when I find something difficult. I can keep trying, learn from my mistakes and use different strategies when learning something new. I can use mistakes to help me improve and encourage others to keep trying and celebrate their achievements. Keeping healthy I can name some things that help me stay healthy. I can make healthy choices and explain how food, hygiene, sleep and daily routines help to keep me healthy. I can explain how healthy choices help my body work well and make choices that support my health every day.	<u>Growing and Changing</u> Getting help I can talk about my feelings and tell a safe adult when I need help. I can recognise safe and unsafe situations, share my worries, and ask safe adults for help when I need it. I can explain how to get help in different situations, recognise when others may need support, and encourage them to seek help from a safe adult. Becoming independent I can talk about things I can do by myself. I can recognise how I have grown and changed, make healthy choices, and take responsibility for some of my own needs. I can make positive choices about my health and wellbeing, be resilient and confidently do things for myself while knowing when I need help.
Community links Wider community	Selection of school council member. Local heroes	Anti-Bullying Week		Mallydams	Library visit	Trip to the seaside/pier.
Outdoor Learning	Locality walk.	Comparing the leaves and trees for discussion on seasonal changes.	Comparing the leaves and trees for discussion on seasonal changes.	Comparing the leaves and trees for discussion on seasonal changes.	Comparing the leaves and trees for discussion on seasonal changes.	Comparing the leaves and trees for discussion on seasonal changes.

	Comparing the leaves and trees for discussion on seasonal changes. Going on a 'senses walk'. Going outside and discussing what shapes are in our natural environment.	In small groups, chalk writing in the playground for fine motor skills. In small groups, chalk writing in the playground for fine motor skills. (shadows)	To use the outside space within mathematics lessons for sessions on positioning and directions, allowing the children to manipulate themselves for example turning anti-clockwise. To use the outside area for geography for compass skills. Map reading and making skills.	In small groups, chalk writing in the playground for fine motor skills. Athletics outside.	In small groups, chalk writing in the playground for fine motor skills. In music sessions explore sounds within the outside environment, what sounds can they hear from outside. During art sessions use the outside area as a stimulus from their natural drawings of flowers and trees. During science sessions use the outside area to stimulate conversations about plants and growing. During maths sessions to experiment with different ways in measuring, for example using a ruler or a scale for water within the outside environment.	In small groups, chalk writing in the playground for fine motor skills. Team games outside.
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