

WILLIAM MURDOCH PRIMARY SCHOOL – KEY STAGE 1 CURRICULUM MAP 2025-26

	YEAR 1			YEAR 2		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
ENGLISH	<p>Supertato Identifying main events of a story. Adjectives to describe characters.</p> <p>Supertato – Evil Pea Rules Making predictions from texts. Adjectives to describe characters. Exploring characters’ feelings.</p> <p>Cops and Robbers Exploring descriptive language. Question Sentences Identifying Verbs</p> <p>Superworm Exploring Rhyming Patterns Leisure (Poetry) Identifying Verbs Poetry Writing</p> <p>Zog Identifying main events of a story. Identifying Rhyming Patterns Adjectives to describe characters. Summary Writing</p> <p>Beegu Making predictions from images. Exploring Character Feelings Inference & Justification Skills</p> <p>Father Christmas Exploring other forms of texts. Extracting information from images. Inference & Justification Skills</p> <p>Phonics</p>	<p>Sentence Construction What is a noun What is a subject What is an object of a sentence Simple sentences Adjectives Past tense state-of-being verbs Present tense state-of-being verbs Adjectives after a state-of-being verb Writing two adjectives in the present tense Singular subject pronouns Singular object pronouns Plural objects pronouns</p> <p>Expository Writing Fact file about animals Fact File about the seasons and weather</p> <p>Narrative Writing Retell the story of the Three Little Pigs Retell the story of Where the Wild Things Are Retelling the story of Mr Wuffles</p> <p>Texts The True Story of the Three Little Pigs Where the Wild Things Are The Tiger Who Came to Tea Mr Wuffles</p> <p>Phonics</p>	TBC	<p>Gorilla Sequencing a text Analysing characters Character description writing</p> <p>Willy the Wimp Present tense writing Use of adjectives Persuasive writing</p> <p>Willy the Wizard Inferring meaning from texts Exploring characters’ feelings Past tense writing Narrative writing</p> <p>Jack and the Beanstalk (non-traditional tale) Differences between traditional and non-traditional tales Past tense writing First person writing Alternative ending narrative</p> <p>Recount of trip to the theatre</p> <p>Phonics</p>	<p>Sentence Construction Common and proper nouns Statement sentences Imperative verbs Command sentences Conjunctions to join nouns (and, or) Commas to list nouns Prepositional phrases (place) Adverbs of manner Adverbs of time Nouns as subjects Nouns as objects Adjectives before nouns Prepositions of time Prepositions of place Prepositions of direction Prepositions within and at the start of a sentence</p> <p>Expository Writing Instructions on how to make a gingerbread man Information text – What is a circuit?</p> <p>Narrative Writing A letter to Yellow Crayon A letter to instruct Peach Crayon Give instructions to Yellow Crayon about what to do. Retelling of Traction Man & Turbo Dog Setting description for a story</p> <p>Texts The Day the Crayons Quit Traction Man & Turbo Dog Traction Man is Here Small in the City</p> <p>SPaG Phonics</p>	TBC
MATHS	Numbers to 10 Part-whole within 10 Addition and Subtraction within 10 2D and 3D shapes	Numbers to 20 Addition and Subtraction within 20 Numbers to 50 Introducing Length and Height Introducing Mass and Capacity	Multiplication and Division Fractions Position and Direction Numbers to 100 Money Time	Numbers to 100 Addition and Subtraction Properties of Shapes	Money Multiplication and Division Length and Height Mass, Capacity and Temperature	Fractions Time Problem Solving and Efficient Methods Position and Direction Statistics
SCIENCE	<p>The Human Body 1. Introduction to Our Body & Our Senses 2. Eyes & Sight 3. Ears & Hearing, Touch, Taste & Smell 4. Understanding 5. Sensory Impairment</p> <p>Animals & Their Needs 1. Common Animals 2. Grouping Animals: Fish, Amphibians, Reptiles, Birds & Mammals 3. Grouping Animals: Carnivores, Herbivores & Omnivores 4. Animals as Pets 5. Describing Animals</p>	<p>Taking Care of the Earth 1. Taking Care of the Earth 2. Earth’s Natural Resources 3. Logging 4. Pollution 5. Recycling</p> <p>Materials & Magnets 1. Everyday Materials 2. Properties of Materials 3. Uses of Materials 4. Magnets 5. Investigation</p>	<p>Seasons & Weather 1. The Four Seasons 2. Tools to Record the Weather 3. Using a graph to show information about the weather. 4. Clouds: Cirrus, Cumulus & Stratus 5. Weather Forecasting</p> <p>Plants 1. What Plants Need 2. Parts of Plants 3. Seeds 4. Deciduous and Evergreen Plants 5. Plants We Eat</p>	<p>The Human Body 1. Survival & Offspring 2. The Skeletal System, The Muscular System & Exercise 3. The Digestive System & Healthy Eating 4. The Circulatory System 5. Germs, Diseases & Preventing Illness</p> <p>Living Things & Their Environment 1. Dead or Alive 2. What is a Habitat? 3. Rainforest & Desert Habitats 4. Meadow Habitats 5. Underground Habitats</p>	<p>Electricity 1. Introduction to Electricity 2. Safety 3. Exploring Circuits (A) 4. Exploring Circuits (B) 5. Investigating Conductive & Non-Conductive Materials</p> <p>Materials & Matter 1. Materials & Their Uses 2. George de Mestral & Velcro 3. Matter Under the Microscope 4. Changing Solid Objects 5. Liquids and Their Properties</p>	<p>Plants 1. Plants Around Us 2. Seeds & Bulbs 3. Comparative Test 1 4. Comparative Test 2 5. Food & Farming</p> <p>Astronomy 1. Introduction to Astronomy 2. Model the Solar System 3. Orbit & Rotation 4. The Moon & its Phases 5. Constellations</p>
HISTORY	Discovering History	Kings & Queens	Parliament & Prime Ministers	The Romans in Britain	The Tudors	Powerful Voices
GEOGRAPHY	Spatial Space	The UK	Severn Continents	Spatial Space	The British Isles	Northern Europe
MUSIC	<p>Unit: Hey You! Style: Old-School Hip Hop (compose) rap or words to the existing rap Historical context of musical styles. - breakdancing or 80s Hip Hop culture in general.</p>	<p>Unit: In The Groove Style: Blues, Latin, Folk, Funk, Baroque, Bhangra link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</p>	<p>Unit: Your Imagination Style: Pop Using your imagination and creating your own lyrics.</p>	<p>Unit: Ho Ho Ho Style: Christmas, Big Band, Motown, Elvis, Freedom Songs Topic and cross-curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p>	<p>Unit: I Wanna Play In A Band Style: Rock Topic and cross-curricular links: Teamwork, working together. The Beatles. Historical context of musical styles. Links to other units: Livin' On A Prayer - Year 5</p>	<p>Unit: Friendship Song Style: Pop, soul, motown, musicals Topic and cross-curricular links: PSHE: Teamwork, working together, friendship. Historical musical contexts: Bruno Mars, Stevie Wonder, Grease, Buggy Malone.</p>

ART	Colour (A1) Line (A2)	Architecture and Sculpture (Sp1) Language of Art (Sp2)	Children in Art (S2) Language of Art (S2)	Colour and Shape (A1) Colour, Shape and Texture (A1)	Portraits and Self Portraits (Sp1) Ancient Egyptian Art (Sp2)	Murals and Tapestries (S1) Masterpieces in Metal (S2)
Computing	Creating Media –Digital Painting – How can we paint using computers? Digital writing – adding/removing/making changes to text Computing systems and networks – Technology in our classroom Developing mouse & keyboard skills Digital Citizenship – using a computer safely	Data and information Grouping Data Comparing data Answering questions Programming – Moving a robot Buttons, directions, routes	Animation – using Scratch Jnr Joining blocks Adding sprites Making changes Computing systems and networks – Technology in our classroom Mouse and keyboard skills Using a computer responsibly	Computing systems and networks – IT in our school IT in the World Benefits of IT Using IT safely Creating Media – Digital Photography Using devices to capture a digital photo Landscape or portrait? What makes a good photo? Lighting Digital editing Real or fake?	Creating Media – Making Music Feelings in response to music Rhythm/pattern/tempo Creating digital music – Chrome Song music Lab Reviewing and editing music. Data and Information Pictograms Entering data Attributes Comparing and presenting information	Programming – Robot Algorithms Giving instructions Sequences Predictions – logical reasoning Designing route maps Designing an algorithm Debugging Scratch Jnr Commands/sequences/predictions Animation using Blocks Designing and creating a program Evaluating designs
D&T	Cook - Jam Tarts	Sew - Animal Sock Puppets	Build - Vehicles	Cook - Gingerbread Biscuits	Build - Moving Pictures	Sew - Pencil Cases
PSHE	Being Me in My World Celebrating Difference (including Anti-bullying)	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Difference (including Anti-bullying)	Dreams and Goals Healthy Me	Relationships Changing Me
P.E	<u>Gymnastics (Unit 1 & 2)</u> To identify and use simple gymnastic actions. To perform a variety of movements showing control. <u>Dance (Unit 1 & 2)</u> To explore space, speed and direction through different genres of music. To build simple movement patterns from a range of actions.	<u>Attack, defend and shoot (Unit 1 & 2)</u> To practise basic movements such as: running, jumping, throwing and catching. To recognise simple rules and apply them. To use and apply simple strategies for invasion games. <u>Hit, catch and run (Unit 1 & 2)</u> To be able to hit objects with hand or ball. To develop sending and receiving skills. To begin to learn simple tactics.	<u>Send and return (Unit 1 & 2)</u> To be able to move towards a moving ball. To attempt to intercept and range of objects. <u>Run, jump and throw (Unit 1 & 2)</u> To be able to identify that there are different speeds in running. To recognise the different throws to achieve different distances. To begin to develop strength, balance, agility and coordination to participate in athletic activities	<u>Gymnastics (Unit 1 & 2)</u> To perform a range of actions with different speeds and on different levels. To develop body management and core strength to be able to achieve some floor exercises. <u>Dance (Unit 1 & 2)</u> To be able to challenge themselves to move imaginatively to different music. To perform short sequences as a group to music. To explain to important of emotion and feeling in dance. To copy, repeat and create dance actions.	<u>Attack, defend and shoot (Unit 1 & 2)</u> To be able to send and receive a ball using their feet. To develop basic skills such as: dribbling and passing. To select and apply simple tactics in a game. To apply basic attacking play. <u>Hit, catch and run (Unit 1 & 2)</u> To develop hitting skills with a variety of bats. To begin to develop feeding/bowling skills. To develop ways in which run/points can be won in the game. To work on team skills, such as communication to help to field.	<u>Send and return (Unit 1 & 2)</u> To be able to hit and return using both hand and racquet. To develop hand-eye coordination to track the ball and move towards it. To begin to use tactics and skills to make it difficult for the opponent to score. <u>Run, jump and throw (Unit 1 & 2)</u> To develop power, agility, coordination and balance. To be able to catch and throw a range of objects, other than balls. To improve stamina when running and jumping.
R.E	<u>Christianity</u> Does God want Christians to look after the world?	<u>Christianity</u> Was it always easy for Jesus to show friendship?	<u>Judaism</u> Is Shabbat important to Jewish children?	<u>Christianity</u> Is it possible to be kind to everyone all of the time?	<u>Christianity</u> How important is it to Christians that Jesus came back to life after his crucifixion?	<u>Judaism</u> How important is it for Jewish people to do what God asks them to do?