




Class 1 Curriculum map 2025-2026



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Incredible Me!	Let's Celebrate!	Once Upon a Time	Oh, to be alive!	I want to change the world!	Our Natural world
English – Phonics Reception	Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 c k e u r l Week 5 h b f l Tricky words is / I / the	Week 1 ff ll ss j Week 2 v w x y Week 3 z zz qu words with s /s/ added at the end (hats sits) Week 4 sh th ng nk Week 5 words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky words as / and / his / has / her / go / no / into / to / he / she / of / we / me / be	Week 1 ai ee igh oa Week 2 oo oo ar Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Week 5 longer words Tricky words or / was / you / they / my / by / all / are / sure / pure	Week 1 review Phase 3 Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in –ing compound words Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/ Tricky words Review all taught so far and secure spelling	Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC longer words Week 4 longer words compound words Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words said / so / have / like / some / come / love / do / were / here / little / says / there / when / what / one / out / today	Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words Tricky words Review all taught so far and secure spelling
English – Phonics Year 1	Week 1 review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear Week 2 air er /z/ s –es words with two or more digraphs e.g. queen thicker Week 3 Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Week 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	Week 1 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn Week 2 /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	Week 1 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder Week 2 /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	Week 1 /ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk Week 2 /ch/ tch match /ch/ ture	Week 1 ay play a-e shake ea each e he Week 2 ie pie i-e time o go o-e home Week 3 ue blue rescue ew chew new u-e rude cute aw claw	Week 1 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer Week 2 /zh/ su si treasure vision /j/

	<p>Week 5 review longer words</p> <p>Tricky words Review all taught so far and secure spelling</p>	<p>Week 3 /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute</p> <p>Week 4 /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>Week 5 Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u- e u ue</p> <p>Tricky words their / oh / people / your / Mr / Mrs / Ms / could / should / would / our / house / mouse / water / want</p>	<p>Week 3 /l/ le al apple metal /s/ c ice /v/ ve give</p> <p>Week 4 /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p> <p>Week 5 Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p> <p>Tricky words any / many / again / who / whole / where / two / school / call / different / thought / through / friend / work</p>	<p>adventure /ar/ al half* /ar/ a father*</p> <p>Week 3 /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there</p> <p>Week 4 /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor</p> <p>Week 5 /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p> <p>Tricky words once / laugh / because / eye</p>	<p>Week 4 ea head ir bird ou cloud oy toy</p> <p>Week 5 i tiger a paper ow snow u unicorn</p> <p>Week 6 ph phone wh wheel ie shield g giant</p> <p>Phonics Screen</p>	<p>dge bridge /i/ y crystal /j/ ge large</p> <p>Week 3 /sh/ ti ssi si ci potion mission mansion delicious</p> <p>Week 4 /or/ augh our oar ore daughter pour oar more review</p> <p>Week 5 review</p> <p>Tricky words busy / beautiful / pretty / hour / move / improve / parents / shoe</p>
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English – Reading	<p>Texts we may read linking to our topics and themes</p>					
<p>All children will follow the Little Wandle reading scheme and be assigned a reading book – this book will be read in school 3x during the week and sent home.</p> <p>Read 1 focus – decoding</p>	<p>Autumn 1</p> <p><i>Incredible Me!</i></p>					

<p>Read 2 focuses on prosody</p> <p>Read 3 focuses on comprehension</p> <p>Adults to support reading –</p> <p>Mrs Bradwell</p> <p>Miss Jackson</p> <p>Mrs Hall</p> <p>Mrs Birtley</p> <p>Mrs Stott</p> <p>Shared reading with Class 4</p> <p>Opportunity to visit the school library and take a book home</p>	<p>Autumn 2</p> <p><i>Let's Celebrate!</i></p>	
	<p>Spring 1</p> <p><i>Once Upon a Time</i></p>	
	<p>Spring 2</p> <p><i>Oh, to be alive!</i></p>	
	<p>Summer 1</p> <p><i>I want to change the world!</i></p>	

	<div> <div>Summer 2</div> <div>Our Natural World</div>  </div>					
	<div>Drawing Club and writing focus</div>					
	<div>Week 1 – Book: Super Duper You</div> <div>Week 2 – Book: Ruby's Worrry</div> <div>Week 3 – Book: Oh Dear, Look What I Got!</div> <div>Week 4 – Book: The Tiger Who Came to Tea</div> <div>Week 5 – Tale: The Three Little Pigs</div> <div>Week 6 – Book: The Owl Babies</div> <div>Week 7 – Halloween theme – Pumpkin soup / Room on the Broom</div>	<div>Week 1 – Book: The Best Diwali Ever or Rama and Sita</div> <div>Week 2 – Animation: Remembrance CBeebies video</div> <div>Week 3 – Book: We're Going On a Bear Hunt!</div> <div>Week 4 – Book: The Gingerbread Man</div> <div>Week 5 – Book: The Christmas Story</div> <div>Week 6 – Book: Stickman</div> <div>Week 7 – Book: The Snowman</div>	<div>Week 1 – Book: Jack Frost</div> <div>Week 2 – Book: Jonty Gentoo</div> <div>Week 3 – Book: Little Red Riding Hood</div> <div>Week 4 – Book: Goldilocks and the Three Bears</div> <div>Week 5 – Book: Billy and the Dragon</div> <div>Week 6 – Book: The Great Race</div> <div>Week 7 – Book: How to Grow a Unicorn</div>	<div>Week 1 – Book: There's a Tiger in the Garden</div> <div>Week 2 – Book: The Tree Keepers</div> <div>Week 3 – Book: Jack and the Beanstalk</div> <div>Week 4 – Book: Bog Baby</div> <div>Week 5 – Book: Superworm</div>	<div>Week 1 – Book: Journey</div> <div>Week 2 – Book: Whatever Next</div> <div>Week 3 – Book: The Night Pirates</div> <div>Week 4 – Animation: Wacky Races</div> <div>Week 5 – Book: Mog and the VET</div> <div>Week 6 – Book: Izzy Gizmo</div> <div>Week 7 – Book: The Girl and the Dinosaur</div>	<div>Week 1 – Book: Snail and the Whale</div> <div>Week 2 – Book: Once Upon a Lion</div> <div>Week 3 – Book: Handa's Surprise</div> <div>Week 4 – Book: Flotsam</div> <div>Week 5 – Book: The Sea Thing Child</div> <div>Week 6 – Book: Lighthouse Keeper's Lunch</div> <div>Week 7 – Book: Wave</div>
Nursery Rhymes and poetry	<div>Jack and Jill</div> <div>Miss Molly had a Dolly</div> <div>One, Two, Buckle my Shoe</div>	<div>Pat-a-Cake</div> <div>Hey, Diddle, Diddle</div>	<div>Ring-a-Ring-a-Roses</div> <div>The Grand Old Duke of York</div>	<div>Baa, Baa, Black Sheep</div> <div>Humpty Dumpty Sat on a Wall</div>	<div>Down at the Station</div> <div>The Wheels on the Bus</div>	<div>1,2,3,4,5 Once I Caught a Fish Alive</div> <div>A Sailor Went to Sea</div>

Poetry Basket	<p>Wind the Bobbin Up</p> <p>Pointy Hat</p> <p>Leaves are Falling</p> <p>Wise Old Owl</p>	<p>Twinkle, Twinkle Little Star</p> <p>Breezy Weather</p> <p>Popcorn</p> <p>Nativity songs</p>	<p>Hickory, Dickory, Dock</p> <p>A Little House</p> <p>Pancakes</p> <p>I can Build a Snowman</p>	<p>Mary, Mary Quite Contrary</p> <p>Incy Wincy Spider</p> <p>Five Little Speckled Frogs</p> <p>Hungry Birdies</p> <p>A Little Seed</p> <p>Mrs Bluebird</p> <p>I Have a Little Frog</p>	<p>Round and Round the Garden</p> <p>A Little Shell</p> <p>Under a Stone</p>	<p>Row, Row, Row your Boat</p> <p>Stepping Stones</p> <p>Monkey Babies</p> <p>If I were so very Small</p>
Maths	<p>Number and Place Value (10)</p> <p>Measure – Time</p>	<p>Number – Addition and Subtraction</p> <p>Geometry- Shape</p>	<p>Number and Place Value (20)</p> <p>Number – Addition and Subtraction</p> <p>Measure – Length and Height</p>	<p>Number and Place Value (50)</p> <p>Measurement- Mass and Volume</p>	<p>Number – Multiplication and Division</p> <p>Number – Fractions</p> <p>Geometry- Position and direction</p>	<p>Number and Place Value (100)</p> <p>Measurement – Money</p> <p>Measure – Time</p>
Science	<p>Animals, including humans</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Plants: Focus on trees</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Everyday materials</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p>	<p>Plants: Focus on flowers</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Everyday materials</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Animals, including humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>
<p>Seasonal changes</p> <p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>						
Autumn			Winter	Spring		Summer

	<p>When and what is Autumn?</p> <p>What happens to the temperature in Autumn?</p> <p>How big is a raindrop?</p>		<p>When and what is Winter?</p> <p>What happens to the temperature in winter? -</p> <p>How cold does it need to be for ice to form?</p> <p>Why do we put salt on the roads in winter?</p> <p>What do animals do in the winter?</p>	<p>When and what is Spring?</p> <p>What happens to the temperature in spring?</p> <p>What animals do you notice in the spring?</p> <p>Is spring a good time to grow new plants and flowers?</p> <p>What signs of spring can we see in Byers Green?</p>		<p>When and what is Summer?</p> <p>What happens to the temperature in summer?</p>
History	<p>Me and my family</p> <p>Who is in my family?</p> <p>How has my family changed?</p> <p>What makes a memory?</p> <p>Local link – our family tree</p>	<p>How have things changed? (old and new)</p> <p>Focus on toys and homes</p> <p>What’s the same and what’s different?</p> <p>Did my parents play with the same toys as me?</p> <p>Which toys are the oldest and how do we know?</p> <p>How have people’s homes changed and technology?</p> <p>Local link – What evidence of the past can we find in Byers Green / our grandparents house?</p>	<p>What are castles and why were they built?</p> <p>What is a castle?</p> <p>How does my castle compare to a real castle?</p> <p>What are the specific features of a castle?</p> <p>Who lives in a castle?</p> <p>What was life like in a castle? -</p> <p>Local link – Auckland Castle / Pollard and the Boar</p>	<p>How has transport changed? (past and present)</p> <p>Who are George Stephenson and Timothy Hackworth and how did their invention influence the development of railways?</p> <p>Compare transport past and present. How has this impacted travel?</p> <p>Local link – George Stephenson and Timothy Hackworth</p>	<p>How have women shaped history?</p> <p>Women to consider –</p> <p>Grace Darling Mary Anning Florence Nightingale Greta Thunberg Mary Kingsley Mae Jemison</p> <p>Children to learn some key facts about women who have shaped history. What did they do? How can we celebrate them?</p> <p>Local link – Grace Darling</p>	
Geography	<p>My home, my school, my village</p> <p>Explore different types of homes and rooms within them.</p> <p>What makes Byers Green special?</p> <p>What can we do in our village?</p> <p>Walk around the village / visit church / post Christmas card in letter box / visit from postal worker</p>		<p>My Town</p> <p>What can I do in Spennymoor / Bishop Auckland?</p> <p>What does my town have that Byers Green doesn’t?</p> <p>Where does help come from when I need it?</p> <p>Walk to school field to observe birds / Visit Auckland Castle</p>	<p>My country</p> <p>What is my country like?</p> <p>What four countries make up the UK?</p> <p>What can I do / find in the UK?</p> <p>Walk to the farm and visit to Hardwick Park / Washington Wetland Centre</p>	<p>My world</p> <p>Look at the globe / briefly locate the continents and show UK within Europe</p> <p>Where is Africa? How is Zambia similar and different to Byers Green?</p> <p>Does it snow in Zambia?</p> <p>Would you prefer to live in a hot or cold place?</p> <p>Walk to the farm and visit Seaham Coast</p>	
	<p>Seasonal and daily weather patterns</p> <p>Observe weather and seasons: - recognise main types of weather, - know the four seasons and the different weather associated with them, - observe seasonal changes linked to weather changes.</p>					
RE	<p>Harvest</p> <p>Let’s find out about Harvest in a Church</p>	<p>Christmas</p> <p>Let’s find out about the Christmas story. Let’s find out about Christmas celebrations in churches.</p>	<p>Religious Books</p> <p>Let’s find out about holy books (e.g. Qur’an, Torah, Guru Granth Sahib)</p>	<p>Easter</p> <p>Let’s find out about Easter celebrations in churches.</p>	<p>Religious Buildings</p> <p>Let’s find out about special buildings and worship there (e.g. Church, Mandir, Synagogue, Buddhist Temple)</p> <p>VISIT VILLAGE CHURCH</p>	<p>Religious Objects</p> <p>Let’s find out about special objects (e.g. Hindu murtis, Jewish menorah, Buddhist rupa)</p>

	<ul style="list-style-type: none">• Begin to understand what happens when colours are mixed together.• Combine paint and other materials to create texture.• Use a range of modelling materials to explore form, e.g. boxes, play dough, junk modelling materials.• Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, etc.• Talk about art and artists, and how it makes them feel.• Begin to identify different elements in different artwork (light/ dark, colour, shape)					
DT	<p>Textiles</p> <p>Is there more than one way to make a puppet?</p> <p>To design and make a puppet using different materials.</p>		<p>Structures</p> <p>Could you make a chair that the 3 bears can all sit on together?</p> <p>Can you design a bridge that holds all three Billy Goats for 30 seconds without collapsing?</p> <p>How can you protect the Golden Egg from cracking?</p> <p>Rapunzel is stuck in the tower. Can you create a structure to help her?</p> <p>Design and make structures to help fairy tale characters.</p>		<p>Mechanisms</p> <p>How do wheels move?</p> <p>Design, make and evaluate a fire engine/ police car including wheels, an axle and a chassis.</p>	<p>Cooking and Nutrition</p> <p>Where does food come from?</p> <p>Can we eat fruit in different ways?</p> <p>Use tools utensils safely to prepare and make a fruit salad, kebab, smoothies.</p>
	<p>Throughout the year, Class 1 will have the opportunity to develop the following skills and knowledge through accessing a range of activities and experiences in provision areas.</p> <ul style="list-style-type: none">• Describing something they want to make/build/construct• Saying who they are making/building/constructing for• Talking about what materials they are going to use when making/building/constructing Making/building/constructing objects using a variety of materials• Joining materials together when making/building/constructing• Talking about their constructions/products, and what they are pleased with• Talking about their constructions/products and say how it could be even better• Talking about everyday objects that they like and say why they are good• Building/constructing structures from a range of materials to a design brief they have created or been given• Building/constructing structures that are tall or strong• Knowing that tape and glue can join materials together and can make structures stronger Recognising different foods as either healthy or unhealthy• Knowing how to use basic cutlery and utensils to make and eat food• Following simple instructions to make different foods• Knowing when we make food for other people that it needs to be appealing					
Computing	<p>Introduction to Purple Mash (3 lessons)</p> <p>Creative Computing (4 lessons)</p>	<p>Data Explorers (6 lessons)</p>	<p>Creating and Following Instructions (2 lessons)</p> <p>Coding (5 lessons)</p>	<p>Technology around us (4 lessons)</p>	<p>Animated Stories (6 lessons)</p>	<p>Making Beats (4 lessons)</p>
	Online Safety focus (Project Evolve)					

	Self-Image and Identity	Online Relationships Online Reputation	Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership
		Anti-Bullying week 10 th Nov – Online Bullying	Safer Internet Day 10 th Feb			