

DT: Structures: Baby Bear's Chair.

- To know the features of structures and the stability of different shapes.
- To know and identify when a structure is more or less stable than another.
- To know that the shape of the structure affects its strength.
- To know how to make baby bear's chair according to the design criteria.
- To know how to create joints and structures from paper, card and tape.
- Know how to explore and evaluate my finished product.

Art: Painting – Sunsets.

- To know how to mix primary colours to make secondary colours.
- To know how to apply knowledge of colour mixing when painting.
- To know how to mix different shades of my chosen secondary colour.
- To know how to create an artist inspired Clarice Cliff plate.
- To know how to create my African Sunset using my understanding of colour mixing.

RE

Books – The children will learn about the Bible. Lessons will focus on recognising and retelling parts of different Bible stories. We will know how to describe how the Gospels are used by the parish family and 'lived out', giving some examples of how they can do this.

Thanksgiving – In this topic, we will be exploring the Last Supper. The children will focus on retelling the Last Supper and describe many ways Catholics try to live out what they have experienced at Mass.

Opportunities – During this topic, we will focus on retelling many parts of Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday. The children will learn and describe how Christians use the time of Lent to find ways to help others.

PSHE: Emotional Wellbeing.

- To know that we all have different likes and dislikes.
- To know we can use language to describe our feelings.
- To know ways for managing feelings and behaviour.
- To know and understand that choices have consequences.

Science – Animals including humans.

- To know animals, including humans have offspring which grow into adults.
- To know and identify the offspring of key animals.
- To know how humans change as they grow into adults.
- To know what animals, including humans, need to survive.
- To know how to eat a healthy, balanced diet.
- To know exercise is important to keep our bodies healthy.

Year 1 Curriculum Map Lent 2026



PE – Gymnastics and Jumping

- Know how to make a 'champion shape' using the same combinations (and hold a shape still for 4 seconds).
- Know how to use a piece of apparatus to move or make a shape on.
- Know the words 'linking,' and 'flow. Know how to add two ways of moving by linking.
- Know when, where and why we jump in different ways.
- Know to stay in a space when jumping. Know how to jump, hop or leap correctly (heads focused forwards, swing arms, land with knees).

History: Great Fire of London.

- To know where and when the fire started.
- To know the Great Fire of London happened long ago.
- To know how to sequence the events of the Great Fire of London.
- To know why the fire spread quickly and stayed alight for so long.
- To know how London changed after the Great Fire of London.
- To know who Samuel Pepys is and what he wrote in his diary.

Maths:

- **Addition and Subtraction**
- **Place Value**
- **Length and Height**
- **Weight and Volume**

This term Year 1 will be focussing on place value and applying this to addition and subtraction. Children will learn about length and height and they will then focus on weight and volume.

English:

Fiction: **Mog the forgetful cat.**

We will be focussing on the story and sequencing events in the story. We will focus on using description in our writing through using a range of punctuation and conjunctions to expand on writing. We will develop our use of new vocabulary and use new words correctly in sentences.

Non - Fiction: **Non – chronological report – Great Fire of London.**

We will be focusing on non – fiction texts this term, knowing the features of a non – chronological report and applying them to our own piece of writing about the Great Fire of London.

Computing: Robot algorithms – Programming

- To know that instructions have to follow a sequence.
- To know how to use an algorithm to program a floor robot.
- To know a prediction is based on what we already know and not just a guess.
- To know how to design and create a test mat for my program.
- To know that the algorithm has to help the robot move around the mat.
- To know that the program needs to be tested.

Music:

- Know the style of medieval music.
- Know how to listen and respond to the medieval music using a graphic score.
- Know how to respond to a chant from this period of time.
- Know how to call and respond and experiment with medieval music.
- Know how to rehearse my performances to medieval music.
- Know how to perform a piece of medieval music with musicianship.