






John Hampden Primary School

Curriculum Map 2025 - 2026

Year 1 Long Term Overview

| Autumn Term PSHE Theme | | Spring Term PSHE Theme | | Summer Term PSHE Theme | |
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| BEING ME IN MY WORLD | | DREAMS & GOALS | | RELATIONSHIPS | |
| CELEBRATING DIFFERENCE | | HEALTHY ME | | CHANGING ME | |
| Belonging Responsibility Rights | Inclusion Respect Acceptance | Self-Belief Aspiration Challenge | Balance Keeping Safe Self Esteem | Tolerance Choice Conflict Resolution | Independence Resilience Looking Forward |
| Autumn 1 Around My World | Autumn 2 History of Toys | Spring 1 What a Wonderful World | Spring 2 Castles | Summer 1 How does my garden grow? | Summer 2 Nurses |
| <div></div> <div>Class Readers: The Perfect Fit Along Came A Different Mixed A selection of picture books</div> <div></div> <div>Shared Text: Super Milly and the Super School Day Superhero Like You</div> | <div></div> <div>Class Readers: Mixed The Everywhere Bear So Much</div> <div></div> <div>Shared Text: The Paper Dolls Oi Frog</div> | <div></div> <div>Class Readers: Mrs Pepperpot Stories Lost and Found</div> <div>Shared Text: Lost and Found Grandad's Island</div> | <div></div> <div>Class Readers: Treasury of Fairy Tales The Castle The King Built</div> <div></div> <div>Shared Text: Castle</div> | <div></div> <div>Class Readers The Owl Who Was Afraid of the Dark</div> <div>Class Readers: The Life of Florence Nightingale Hoorah for Mary Seacole Faruq</div> <div>Shared Text Ada Twist, Scientist Rumble in the Jungle</div> | |

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| PSHE Outcomes: A special and safe classroom environment Belonging Achievements and feeling proud Rewards and consequences Our Learning Charter Zones of Regulation | PSHE Outcomes: Recognising that everyone has similarities and differences Understand ‘bullying’ and know how to deal with it Making new friends Understand differences make us special and unique | PSHE Outcomes: Setting goals Achieving new goals Working well with others Identifying and overcoming obstacles Celebrating success | PSHE Outcomes: Healthy lifestyle choices Keeping myself safe Asking the right people for help Being a good friend Dealing with tricky situations Amazing me and how to look after myself | PSHE Outcomes: Family diversity Being a good friend Appropriate contact when meeting friends People who support us Knowing myself and how to be a good friend Celebrating special relationships | PSHE Outcomes: Life cycles of animals and humans Personal change over time Understand and respect changes in themselves and other people Coping with change |
| Topic overview: To learn about the school setting and community. Explore the ‘The Hampden Way’ and think about how class rules help us to feel safe and enable us to learn. | Topic overview: Research the history of toys, in the past, to help find out about toys of today and also toys within our own families. | Topic overview: Learn about the continents and oceans of the world. Use examples of travel and exploration to inspire dreams and goals. | Topic overview: Learn about rights and responsibilities. Compare life in the past in a castle to my own life. Explore how events in history have an impact on the local area. | Topic overview: Prepare healthy foods and find out how these help us to build a healthy lifestyle. Learn how to keep safe at home and on the road. | Topic overview: Explore the role of a significant person from history and think about how the changes they made affect our lives today. |
| Experiential Learning: Continuous Provision for social and emotional development. Visit to Oxford Science – Young Explorers work shop and Autumn Walk | Experiential Learning: Christmas church service Toy Experience Day Looking at Winter Season: Experience Day - | Experiential Learning: Explorer Day Looking at Spring Season: Experience Day | Experiential Learning: Easter Experience St Mary’s Oxford Castle Trip Walk to Market (Keeping safe and Healthy Me) PSHE? | Experiential Learning: Waddesdon Manor | Experiential Learning: Florence Nightingale Experience Day Looking at Summer Season: Beach Day |
| Writing Opportunities: Sitting properly for writing Letter Formation Oral sentences with the teacher Sentence Building using ‘My hand as a sentence’ | Writing Opportunities: Letter Formation Dictated sentences Sentence Building using ‘My hand as a sentence’ Character Description Rhyming Poetry | Writing Opportunities: Letter Formation Dictated sentences Sentence Building using ‘My hand as a sentence’ Letter Setting description | Writing Opportunities: Facts about the parts of a castle or castle life Easter Kennings Poetry | Writing Opportunities: Narrative based on a garden adventure | Writing Opportunities: Information text about Florence Nightingale Character description |
| Maths: Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape | | Maths: Number: Place Value (within 20) Number: Addition and Subtraction (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume | | Maths: Number: Multiplication and Division Number: Fractions Geometry: position and direction Number: Place Value (within 100) Measurement: money Time | |

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| <p>Science: Animals including humans</p> <p>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. Sort animals into groups, thinking about their features. Sort animals into herbivores, carnivores and omnivores. Sort animals into mammals, reptiles and amphibians, birds and fish</p> | <p>Science: Seasonal Changes</p> <p>Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p> | <p>Science: Materials</p> <p>Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. 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.</p> | <p>Science: Seasons and Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe changes across the four seasons</p> | <p>Science: Seasons and Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Observe changes across the four seasons</p> | <p>Science: The Human Body</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>ICT / Computing: On-line safety</p> <p>Grouping and Sorting</p> | <p>ICT / Computing: Pictograms</p> <p>Lego Builders</p> | <p>ICT / Computing: Maze Explorers</p> | <p>ICT / Computing: Animated story books</p> | <p>ICT / Computing: Coding</p> <p>Pictograms</p> | <p>ICT / Computing: Technology outside school</p> |
| <p>Geography: Local area: where do we go to school?</p> <p>Talk about JHS and different places in its buildings and grounds. Find the features of my school grounds on an aerial photograph and map. Make a list of people who work at JHS and interview some of them to find out more about their job. Use locational language to describe where things are. Use geographical vocabulary to identify seasonal signs in the school grounds.</p> | <p>History: Toys</p> <p>Identify toys that are old and toys that are new. Explore what toys were like at different times in the past and what materials they were made from. Compare how toys are different and analyse how these have changed over time. Find out about what toys our parents and grandparents played with.</p> | <p>Geography: Continents and oceans: What we can find out about the world?</p> <p>Use globes, atlases, maps, satellite images and geographical vocabulary to describe Earth. Understand that a map is a 2D model. Know what is meant by the terms continent, ocean, mountain and river. Name the Earth's continents and oceans. Locate global examples of mountains, rivers and landmarks. Locate the UK in the world.</p> | <p>History: Castles</p> <p>Find out about who built the first castles in Britain. Identify the different structures of castles. Explore who lived in castles during Medieval times. Compare aspects of life in different periods. Find out about the significance of castles as their purpose changed and as weapons became more efficient. Explore the history of Oxford Castle and the impact it had on the local area.</p> | <p>Geography: Seasons, maps and routes, special places</p> <p>Devise a map and use and construct basic symbols in a key. Use aerial photographs, plan perspectives, fieldwork and observational skills to study key human and physical features of John Hampden Primary, Elm's Park and their immediate surroundings. Use vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance locational awareness.</p> | <p>History: Nurses</p> <p>State when Florence Nightingale (FN) lived and explain the expectations of women in Victorian times. Explore how FN travelled to Scutari hospital and explain what the journey would have been like. Describe how conditions at Scutari hospital changed under FN's influence. Explain why FN became famous and how she has contributed to the development of nursing over time. Compare the experience of Mary Seacole to that of FN. Explore Mary Seacole's heritage and how she faced discrimination.</p> |
| <p>Art: Spirals</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> | <p>D&T Sliders and Levers</p> <p>Explore a range of existing books and everyday products that use simple sliders and levers.</p> | <p>Art: Exploring watercolours</p> <p>How can we use the properties of watercolour to make experimental images?</p> | <p>D&T: Free Standing Structures</p> <p>Explore playground structures and equipment. Devise a plan to create a structure which is strong, stable and fit for purpose.</p> | <p>Art Inspired by Flora and Fauna</p> <p>Introduce the idea that art can be inspired by flora and fauna. Explore artists such as Henri Rousseau, Erin Anfinson and Jan Van Kessel. Use graphite, oil, pastel and collage techniques.</p> | <p>D&T Preparing Fruit and Vegetables</p> <p>Explore common fruit and vegetables. Design an appealing dish (fruit kebab). Use simple utensils and equipment safely.</p> |

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| RE: Christianity The Creation Story What do Christians believe about God? | RE: Christianity What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | RE: Judaism Who is God to the Jews? | RE: Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | RE: Judaism Is Shabbat important to Jewish children? | RE: Judaism Does visiting the synagogue help Jewish children feel closer to God? |
| PE: Jasmine- Real PE Coordination-Footwork Static Balance- One Leg and working on Personal Skills. Getset4PE -Fitness Ball Skills | PE: Jasmine- Real PE Dynamic Balance to Agility- Jumping and Landing Static Balance- Seated and working on Social Skills Getset4PE – Target Games and Invasion Throwing, passing and defending a ball | PE: Jasmine – Real PE Dynamic Balance-On a Line Static Balance- Stance and working on Cognitive Skills Getset4PE - Gymnastics Basic skills of jumping, rolling, balancing and travelling | PE: Jasmine -Real PE Coordination- Ball Skills Counterbalance with a partner and working on Creative Skills Getset4PE – Dance Explore travelling actions, movement skills and balancing. Copy and repeat actions linking them together to make short dance phrases | PE: Jasmine – Real PE Co-ordination- Sending and Receiving Agility –Reaction and Response and working on Physical Skills Getset4PE – Athletics Develop skills such as running at different speeds, changing direction, jumping and throwing | PE: Jasmine – Real PE Agility – Ball Chasing Static Balance- Floor Work and working on Health and Fitness Getset4 PE - Teambuilding Develop communication and problem-solving skills. Work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. Sports Day Preparation |
| Music Grab and Go Vocals KS1 Beginner Music Theory 1 | Music Grab and Go Recorder | Music: Untuned Percussion 1 | Music: Grab and Go Xylophone | Music: Composition | Music: Performance |
| Emotional Literacy: Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter | Emotional Literacy: Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | Emotional Literacy: Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success | Emotional Literacy: Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness | Emotional Literacy: Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships | Emotional Literacy: Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition |