




"Together, with
Jesus, we can LOVE,
LEARN and
SUCCEED"

Ribchester St Wilfrid's C. E. Primary School
Curriculum Map

Hodder
2025-2026

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|---|----------|---|----------|--|----------|
| Maths WRM | Year 1 – place value (within 10); addition and subtraction (within 10); shape Year 2 – place value; addition and subtraction; shape | | Year 1 – place value (within 20); addition and subtraction (within 20); place value (within 50); length and height; mass and volume Year 2 – money; multiplication and division; length and height; mass, capacity and temperature | | Year 1 – multiplication and division; fractions; position and direction; place value (within 100); money; time Year 2 – fractions; time; statistics; position and direction | |
| English | | | | | | |
| | Shared Reading The Lighthouse Keepers Lunch  | | Shared Reading Non-Fiction Can We Really Help the Polar Bears? – Katie Daynes  | | Shared Reading Sulwe - Lupita Nyong'o  | |



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| Science (including significant scientists in that area) | Everyday Materials (Year 1) Norman Foster Charles Macintosh Martin Brock | Animals including Humans (Year 1) – focus on animals Dr Ernest Madu | Light and Seasonal Changes (Year 1) Greta Thunberg | Human Body and the Senses (Year 1) Marie Curie | Plants (Year 1) Wangari Maathai | Living Things and Their Habitats (Year 1/2) David Attenborough |
| RE | 1.1 Harvest: How can we help those who do not have a good harvest? | 2.1 The Bible: Why is it such a special book? | 1.4 Jesus: What made Jesus special? | S3 Old Testament: What does this story teach us about God? | 2.6 Ascension and Pentecost: What happened at the Ascension and Pentecost? | 1.8 Joseph: Why is Joseph a Bible hero? S9 New Testament: Which part of the story do you like best? |
| Geography KAPOW | | What is it like here? Y1 | | What is the weather like in the UK? Y1 | | What is it like to live in Shanghai? Y1 |
| History KAPOW | How am I making history? Y1 | | How have toys changed? Y1 | | How have explorers changed the world? Y1 | |
| Art | Drawing: Make your mark Y1 (See KAPOW art for lesson progression) | | Painting and mixed media: Colour splash Y1 (See KAPOW art for lesson progression) | | Craft and design: Woven wonders Y1 (See KAPOW art for lesson progression) | |
| DT KAPOW | | Textiles: Puppets Y1 | | Structures: Stable structures Y1 | | Mechanisms: Wheels and axles Y1 |
| Computing | Grouping data (1.4) | Digital writing (1.5) | Programming animations (1.6) | Pictograms (2.4) | Making music (2.5) | Programming quizzes (2.6) |
| Music Charanga | Boomwhacke | | Year 2 Unit 1: Hands, Feet, Heart | Year 1 Unit 2: Rhythm in the way we walk and banana rap | Year 1 Unit 3: In the Groove | Year 2 Unit 3: I Wanna Play in a Band |
| | Year 1 Unit 1: Hey You! | Year 2 Unit 2: | | | | |



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| | Choir Church | | Ho Ho Ho & Nativity songs | | Choir Church | | Choir Church | | Choir Church | | Choir Church | |
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| | Choir Church | | Choir Church | | Choir Church | | Choir Church | | Choir Church | | Choir Church | |
| PE PE Passport | FMS: Overarm throw | FMS: Playground games in the 20 th Century | FMS: Supertato | FMS: Rolling a ball | Dance – Toy Story | FMS: Bounce Ball | Dance Activities – Moving Along | Games – Piggy in the Middle | Dance - Seaside | Y1 Athletics | OAA – The Great Outdoors | Y2 Athletics |
| PSHE | Me and My Relationships | | Valuing Differences | | Keeping Myself Safe | | Rights and Respect | | Being My Best | | Growing and Changing | |
| | <u>Our ideal classroom (1) (Yr2)</u> Suggest actions that will contribute positively to the life of the classroom. Make and undertake pledges based on those actions. <u>Our ideal classroom (2) (OPTIONAL) (Yr2)</u> The conventions of courtesy and manners. <u>How are you feeling today? (Yr2)</u> Use a range of words to describe feelings. Recognise that people have different ways of expressing their | | <u>What makes us who we are? (Yr2)</u> Identify some of the physical and non-physical differences and similarities between people. Know and use words and phrases that show respect for other people. <u>My special people(Yr2)</u> Identify people who are special to them. Explain some of the ways those people are special to them. <u>How do we make others feel? (Yr2)</u> Recognise and explain how a person's | | <u>Harold's picnic(Yr2)</u> Understand that medicines can sometimes make people feel better when they're ill. Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell. Explain simple issues of safety about medicines and their use. <u>How safe would you feel? (Yr2)</u> Identify situations in which they would feel | | <u>Getting on with others(Yr2)</u> Describe and record strategies for getting on with others in the classroom. <u>When I feel like erupting(Yr2)</u> Explain, and be able to use, strategies for dealing with impulsive behaviour. <u>Feeling safe(Yr2)</u> Identify special people in the school and community who can keep them safe. Know how to ask for help. <u>Playing games(Yr2)</u> Know the importance of keeping personal | | <u>You can do it! (Yr2)</u> Explain the stages of the learning line showing an understanding of the learning process. Suggest phrases and words of encouragement to give someone who is learning something new. Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. <u>My day(Yr2)</u> Understand | | <u>A helping hand(Yr2)</u> Demonstrate simple ways of giving positive feedback to others. <u>Sam moves away(Yr2)</u> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. <u>Haven't you grown! (Yr2)</u> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult). Understand and describe some of the things that people are capable of at these different stages. | |



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| <p>feelings. Identify helpful ways of responding to other's feelings. <u>Let's all be happy! (Yr2)</u> Recognise, name and understand how to deal with feelings (e.g. anger, loneliness) Explain where someone could get help if they were being upset by someone else's behaviour. <u>Being a good friend(Yr2)</u> Recognise that friendship is a special kind of relationship. Identify some of the ways that good friends care for each other. <u>Types of bullying(Yr2)</u> Explain the difference between bullying and isolated unkind behaviour. Recognise that there are different types of bullying and unkind behaviour. Understand that bullying and unkind</p> | <p>behaviour can affect other people. <u>When someone is feeling left out(Yr2)</u> Explain how it feels to be part of a group. Explain how it feels to be left out from a group. Identify groups they are part of. Suggest and use strategies for helping someone who is feeling left out. <u>An act of kindness(Yr2)</u> Recognise and describe acts of kindness and unkindness. Explain how these impact on other people's feelings. Suggest kind words and actions they can show to others. Show acts of kindness to others in school. <u>Solve the problem(Yr2)</u> Demonstrate active listening techniques (making eye contact, nodding head, making</p> | <p>safe or unsafe. Suggest actions for dealing with unsafe situations including who they could ask for help. <u>What should Harold say? (Yr2)</u> Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. <u>I don't like that! (Yr2)</u> Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation. Identify the types of touch they like and do not like. Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> | <p>information private, when online and only talking to people they know in real life. Know that they can tell an adult they trust if anything happens that makes them worried. <u>Harold saves for something special(Yr2)</u> Understand that people have choices about what they do with their money. Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things. <u>Harold goes camping (OPTIONAL) (Yr2)</u> Recognise that money can be spent on items which are essential or non-essential. Know that money can be saved for a future time and understand the reasons why people (including</p> | <p>and give examples of things they can choose themselves and things that others choose for them. Explain things that they like and dislike, and understand that they have choices about these things. Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. <u>Harold's postcard - helping us to keep clean and healthy(Yr2)</u> Explain how germs can be spread. Describe simple hygiene routines such as hand washing.</p> | <p><u>My body, your body(Yr2)</u> Identify which parts of our body are private Explain that our genitals help us make babies when we are older. Understand that we mostly have the same body parts but how they look is different from person to person. <u>Respecting privacy(Yr2)</u> Explain what privacy means. Know that you are not allowed to touch someone's private belongings without their permission. Give examples of different types of private information. <u>Some secrets should never be kept(Yr2)</u> Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises.</p> |
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| | <p>behaviour are both unacceptable ways of behaving.</p> <p><u>Don't do that! (Yr2)</u></p> <p>Understand and describe strategies for dealing with bullying. Rehearse and demonstrate some of these strategies.</p> <p><u>Bullying or teasing? (OPTIONAL) (Yr2)</u></p> <p>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two. Identify situations as to whether they are incidents of teasing or bullying.</p> | <p>positive noises, not being distracted). Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p> | <p><u>Fun or not? (Yr2)</u></p> <p>Recognise that some touches are not fun and can hurt or be upsetting. Know that they can ask someone to stop touching them. Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p><u>Should I tell? (Yr2)</u></p> <p>Identify safe secrets (including surprises) and unsafe secrets. Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> | <p>themselves) might do this.</p> <p><u>How can we look after our environment?(Yr 2)</u></p> <p>Identify what they like about the school environment. Identify any problems with the school environment (e.g. things needing repair). Make suggestions for improving the school environment. Recognise that they all have a responsibility for helping to look after the school environment.</p> | <p>Understand that vaccinations can help to prevent certain illnesses.</p> <p><u>Harold's bathroom(Yr2)</u></p> <p>Explain the importance of good dental hygiene. Describe simple dental hygiene routines.</p> <p><u>What does my body do? (Yr2)</u></p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain). Describe how food, water and air get into the body and blood.</p> <p><u>My body needs... (OPTIONAL) (Yr2)</u></p> <p>Understand that the body gets energy from food, water and oxygen. Recognise that exercise and sleep are important to health.</p> <p><u>Basic first aid(Yr2)</u></p> | <p>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p> |
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| | | | | | See link to external resources for further information. | |
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