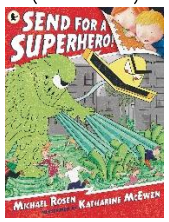
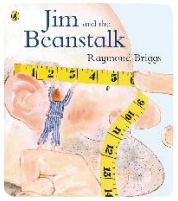
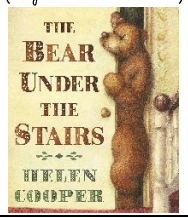
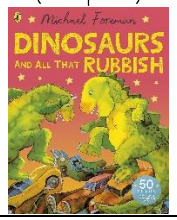
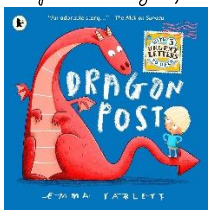
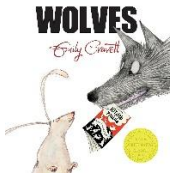
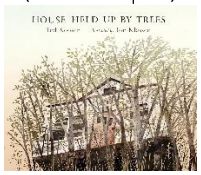
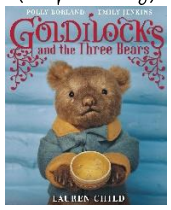
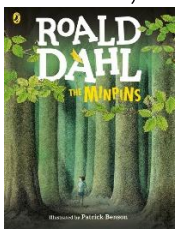
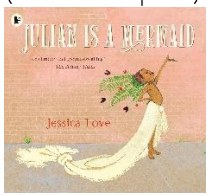
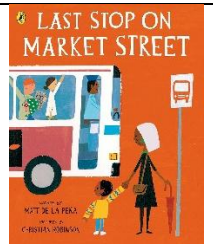
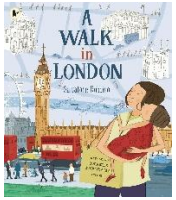
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Ribchester St Wilfrid's C. E. Primary School
Curriculum Map

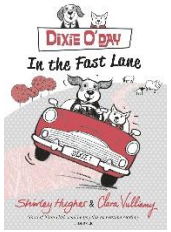
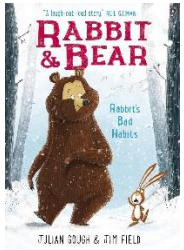
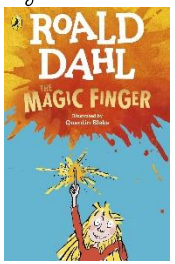
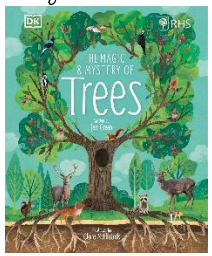
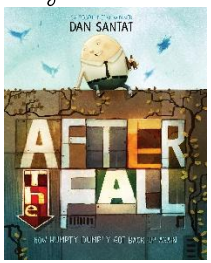
Hodder
2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths White Rose Maths	**Year 1** Place value (within 10), addition and subtraction (within 10), shape, consolidation **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, consolidation **Year 2** Fractions, time, statistics, position and direction, consolidation	
English Literacy Tree	Writing					
	Autumn 1 Heroic Deeds **Send for a Superhero** By Michael Rosen (Narrative) 	**Autumn 2** Helpfulness and Kindness **Jim and the Beanstalk** By Raymond Briggs (Sequel story) 	**Spring 1** Storybook Bears **The Bear Under the Stairs.** **By Helen Cooper.** (Information text) 	**Spring 2** Beasts and Monsters **Dinosaurs and All That Rubbish** By Michael Foreman. (Pamphlet) 	**Summer 1** Fictional Worlds Dragon Post By Emma Yarlett. (Guide on how to look after a dragon). 	**Summer 2** Urban and Rural Adventures Last Stop on Market Street By Matt De La Pena. (Own version narrative).

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	Wanted posters, letters, character descriptions, captions **Wolves** By Emily Gravett (Non-Chronological Report)  Captions, information writing, letters, warning poster, labels	Narrative re-telling (including dialogue), thought bubbles, informal letters **House Held Up By Trees** By Ted Kooser (Factual report)  Factual descriptions, advertisements, explanations, poetry	File of fears entry, letters seeking and giving advice, oral retellings **Goldilocks** using 3 different versions. By Lauren Child, Anthony Browne and Leigh Hodgkinson. (Sequel story)  Wanted posters, letters, retellings, speech bubbles, retellings from another point of view	Letters, setting descriptions, instructions, narrative (retelling), pamphlets, posters **The Minpins** By Roald Dahl. (Own version adventure narrative).  Danger posters, setting descriptions, character descriptions, information reports, postcards	Letter asking for help, note of advice, instructions, menu, speech bubble, journey map, thought bubble **Julian is a Mermaid** By Jessica Love. (Three verse poem).  Wishes, commands, thought bubbles, labels and adverts	 Metaphor poetry, simple character descriptions, interview questions, senses poetry, advert, advice slips, letter **A Walk in London** By Salvatore Rubbino. (Guidebook).  Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry
	Reading					

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Dixie O'Day: In The Fast Lane By Shirley Hughes and Clara Vulliamy 	Lost Species By Jess French and Daniel Long 	Rabbit and Bear By Julian Gough and Jim Field. 	The Magic Finger By Roald Dahl. 	RHS The Magic and Mystery of Trees By Jen Green. 	After the Fall By Dan Santat. 
Science White Rose Science Cycle A	Animals – Other Animals Animals including humans		Living Things in their Environment		Sustainability: Caring for the planet Sustainability: Wildlife	
	All children take part in Forest School throughout the whole year. There is a separate Forest School curriculum.					
RE Questful	Unit 2.2: Why Do Christians Believe The Birth of Jesus Was Such Good News?	Unit 1.3: Why Do Many People Give and Receive Gifts at Christmas?	Unit 2.3: Why Did Jesus Welcome Everyone?	Unit 1.5: Why Do Christians Believe Easter is a New Beginning?	Unit 1.7: How Do People of World Faiths Welcome New Babies?	Unit 2.5: Why Are Holy Buildings and Places Important To People of Faith?

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Geography KAPOW		Where am I? (Cycle B)		Would you prefer to live in a hot or cold place? (Cycle B)		What can you see at the coast? (Cycle A)
History KAPOW	What is history? (Cycle B)		How was school different in the past? (Cycle B)		What is a monarch? (Cycle B)	
Art KAPOW	Drawing: Exploring line and shape (Cycle A)		Craft and design: Map it out (Cycle A)		Painting and mixed media: Life in colour (Cycle B)	
DT KAPOW Cycle A		Mechanisms: Matching slider game		Structures: Stable structures		Cooking and nutrition: smoothies Ask Laura: photo link
Computing Teach Computing Cycle A	**Technology around us** • To know the main parts or a computer. • To know how a mouse and keyboard can be used as a input.	**Digital painting** • To know that you can paint a picture on a computer and on paper • To know how to use different freehand tools on a paint program.	**Moving a robot** • To know what a command will do • To know how to combine forwards and backwards commands to make a sequence • To know how to combine four direction	**Information technology around us** • To identify the uses of information technology in school • To identify information	**Digital photography** • To know how to use a digital device to take a photograph • To know what makes a good photograph	**Robot algorithms** • To know that a series of instructions as a sequence • To explain what happens when we change the order of instructions

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	• To know ways to use technology responsibly	• To know how to use the shape and the line tools.	commands to make sequences • To know that there can sometimes be more than one solution to a problem	technology beyond school • To know how information technology helps us • To know that choices are made when using information technology.	• To consider how photographs can be improved To know that photos can be changed	• To know that programming projects can have code and artwork To know how to create and debug a simple program that I have written
	Managing Online Information • To know how to use key phrases in search engines to gather accurate information online. • To explain what autocomplete is and how to choose the best suggestion. • To explain how the internet can be used to sell and buy things. • To explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).		**Managing Online Information** • To analyse information to make a judgement about probable accuracy and to understand why it is important to make my own decisions regarding content and that my decisions are respected by others. • To describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).		**Copyright and Ownership** • To explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. To be able to give some simple examples of content which I must not use without	

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	• To describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened **Copyright and Ownership** • To explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause. • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. To be able to give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.		• To describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. • To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. • To explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be. To explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.		permission from the owner, e.g. videos, music, images.	
Music KAPOW Cycle A	My favourite things: Keeping the pulse	Snail and mouse: Tempo	Superheroes: Pitch	Musical storytelling: Instruments	On this island: Singing	Musical me: Pitch
PE Coach PE Passport						
PE						



Class Teacher PE Passport						
PSHE Scarf	Year 1 Me and My Relationships • I know a variety of different feelings and can explain how these might make me behave. • I know some different ways of dealing with 'not so good' feelings. • I know when I need help and who to go to for help. • I know some different classroom rules.	Year 1 Valuing Difference • I know ways in which people are similar as well as different. • I know why things sometimes seem unfair, even if they are not.	Year 1 Keeping Safe • I know what I can do if I have strong, but not so good feelings, to help me stay safe. • I know examples of how I keep myself healthy. • I know when medicines might be harmful.	Year 1 Rights and Respect • I know some examples of how I look after myself and my environment - at school or at home. I know some ways that we look after money.	Year 1 Being my Best • I know a few different ideas of what I can do if I find something difficult. • I know why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	Year 1 Growing and Changing • I know an adult that I can talk to at both home and school. If I need help. • I know some things I can do now that I couldn't do when I was a toddler. • I know what some of my body parts do.



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