



Preston Candover CE Primary School

Sparrows Class – EYFS/ Year 1 - Curriculum Map 2026-2027

Cycle 2



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Big Enquiry Question and Key Subject Driver	How have things changed over time? History		What makes a house a home? Geography		What makes a good explorer? Geography		What is above our heads and below our feet? Science		What can we find if we become dinosaur explorers? History		How are places around the world the same and different? Geography	
Half Term Theme	All About Me		Houses and Homes		Polar Explorers		Under the Sea and Minibeasts		Dinosaurs		The Natural World	
Additional enrichment/ Enhancement Activities Eg Inspirational trips/workshops/visitors	Fairtrade Fortnight World First Aid Day International Day of Peace European Day of Languages Harvest Festival History Artefact box- Changes in Technology		Black History Month Cycle to School Week Road Safety Training Play Leading Training All Saints' Day Guy Fawkes Night Winchester Beacon Night Shelter Visitor Remembrance Day World Kindness Day Anti-Bullying Week Inter Faith Week Children in Need St Andrew's Day Advent Christmas Jumper Day World Nursery Rhyme week Nativity Performance Meadow visit		Epiphany World Religion Day Holocaust Memorial Day Lunar New Year / Chinese New Year Children's Mental Health Week Safer Internet Day Valentine's Day Pancake Day (Shrove Tuesday) Ramadan		Safer Internet Day Women's History Month St David's Day World Book Day St Patrick's Day Comic Relief (Red Nose Day) Mother's Day (UK Mothering Sunday) World Poetry Day World Water Day Easter church service STEM Week Earth Day World Autism Awareness Day Meadow Visit		St George's Day Ascension Day Walk to School Week Pentecost / Whitsun World Earth Day History Artefact box- Mary Anning		World Environment Day Global Awareness Fortnight Recycling Week World Refugee Day Father's Day Pentecost – Orthodox Christian Sports Day Bastille Day Class trip to Hilliers Meadow Visit	
Role-Play Area	Our Home and Community		Builders and Architects Hub		Explorer Headquarters		Space station		Dinosaur Explorer Camp/ Museum		Garden Centre/ Flower Shop	
Leader in Me	The 7 Habits Introduction Creating my Personal Mission Statement Leadership Roles Allocated		Learning and Leadership: Leading In and Out of School Growth Mindset Leading My Learning		Learning to Lead Self: Recognising my Emotions My Calming Strategies Taking charge of Myself Thinking ahead My Priorities Making Decisions Planning Each Week		Learning to Lead Self: Learning about Goals Taking action to Achieve My Goal Accountability Partners Building our Emotional Bank Account Demonstrating Honesty Keeping Promises Thinking Win-win		Learning to Lead Self: Courage and consideration Helping and Asking for help Empathic listening Listening with Empathy Speaking Respectfully Celebrating Differences Creating Third Alternatives Synergising with Others		Whole Person Leadership: Sharpening the Saw Fact and Opinion Discovering my Strengths and Passions Finding My Voice Helpful Feedback Celebrating Growth	
Reading/ text driver	What makes me a me- Ben Faulks Fiction	Oi Frog- Kes Gray Poetry	The 3 little pigs- Susanna Davidson Traditional Tale	Stickman- Julia Donaldson Poetry	You can't take an elephant on the bus –Patricia Cleveland Peck What You Shouldn't Do at School by Joshua McManus Humorous Rhyme	The Very Hungry caterpillar- Eric Carle A butterfly is born –Melvin Berger Fiction Non- Fiction	The Sea of Tranquillity- Mark Haddon Margaret and the Moon- Dean Robbins Non- Fiction	Whatever Next- Jill Murphy Beegu by Alex Deacon Adventure	Dinosaurs from head to tail- Stacey Roderick Non- Fiction	How dinosaurs really work Alan Snow Non -Fiction	Jaspars Beanstalk- Nick Butterworth and Mick Inkpen Jack and the Beanstalk Fiction/ traditional tale	The Growing Story- Ruth Krauss and Helen Oxenbury Realistic Fiction

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EYFS Phonics	Phase 2 graphemes	Phase 2 graphemes	Phase 3 graphemes	Phase 3 graphemes	Phase 4	Phase 4
Year 1 Phonics/ Spelling	Phase 3/ 4 review and Phase 5 GPC's	Phase 5 graphemes	Phase 5 graphemes	Phase 5 graphemes	Review Phase 5 GPCs for phonic screening check	Phase 5 graphemes
EYFS Literacy	Comprehension Listen to and enjoy a range of stories, rhymes and non-fiction texts Join in with repeated words and familiar phrases in stories. Recall simple events or characters from a familiar story Answer simple questions about what they have heard or seen. Word Reading Learn Phase 2 digraphs and begin to segment and blend sounds together to read words. Writing Develop confidence in making marks using a range of tools and materials. Give meaning to marks and explain what they have drawn or written. Develop hand strength and control through fine motor activities. Begin to use a comfortable pencil grip and show increasing control when mark making.	Comprehension Talk about favourite books, characters and illustrations. Begin to make links between stories and their own experiences. Use pictures to help understand what is happening in a story Word Reading Learn Phase 2 digraphs and blend sounds together to read words Writing Practise forming some recognisable shapes, lines and patterns. Begin to recognise that writing carries meaning and is used for different purposes. Attempt to write their name and familiar letters with support	Comprehension Recall the main events of familiar stories in the correct order. Answer a wider range of questions about characters, settings and events. Begin to predict what might happen next using clues from the story. Make connections between different stories and personal experiences. Word Reading Learn Phase 3 digraphs and recognise taught digraphs in words and blend the sounds together. Writing Use increasing control when forming letters and symbols. Begin to write letters using the correct formation and orientation. Use their phonic knowledge to write sounds they hear in words.	Comprehension Talk about favourite books, characters and illustrations. Begin to make links between stories and their own experiences. Use pictures to help understand what is happening in a story Word Reading Revise Phase 3 digraphs and read longer words containing them Recognise some common exception/tricky words taught in class Writing Write labels, captions and simple words Develop confidence in writing independently during play and adult-led activities.	Comprehension Demonstrate a secure understanding of stories by discussing characters, settings and events. Predict and explain what might happen next using evidence from the text and illustrations. Answer 'why' and 'how' questions about stories and information texts. Word Reading Apply secure phonics knowledge to read simple words and sentences independently. Blend sounds accurately and fluently when reading unfamiliar words. Recognise a growing number of high-frequency and tricky words automatically. Writing Write simple captions, phrases and short sentences that can be read by themselves and others. Apply phonic knowledge to spell simple words and attempt unfamiliar words. Form most letters correctly and with increasing consistency.	Comprehension Discuss the meaning of unfamiliar vocabulary using context and illustrations. Compare stories, characters or events, identifying simple similarities and differences. Retell stories accurately using appropriate vocabulary and sequence. Word Reading Read simple sentences and demonstrate understanding of what has been read. Begin to develop fluency in reading Writing Write for different purposes in play contexts including stories, lists, labels and messages. Begin to use finger spaces, capital letters and full stops with support.
Year 1 Writing	Talk about ideas before writing and listen to others' suggestions. Write simple sentences that make sense.	Plan what to write by saying sentences out loud first. Write simple instructions, explanations commands and requests Read writing aloud clearly to others	Write a simple recount in order. Share ideas and listen to feedback to improve writing.	Write sentences that start in different ways. Check writing makes sense after reading it aloud. Spell simple compound words correctly	Sequence ideas logically to create a non-fiction factfile To talk confidently about what has been written.	Plan and write instructions Spell high-frequency words independently. Evaluate writing with teachers or peers.
EYFS Communication & Language	Listening, Attention and Understanding Be able to understand how to listen carefully and know why it is important. Enjoy listening to simple stories and can remember much of what happens. Pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Listen attentively during short carpet sessions		Listening, Attention and Understanding Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding. Understand and respond to a wider range of vocabulary linked to learning themes Listen carefully to stories and recall key events. Answer 'who', 'what', 'where' and simple 'why' questions.		Listening, Attention and Understanding Have conversations with adults and peers with back-and-forth exchanges Listen attentively in a range of situations and sustain concentration for longer periods. Follow instructions involving several steps without repeated reminders. Demonstrate understanding by responding appropriately to questions, discussions and explanations. Use new vocabulary confidently across different contexts.	

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	Follow simple one-step instructions. Understand and respond to everyday classroom language and routines. Speaking Talk about themselves, their family and familiar experiences. Develop social phrases, such as ‘good morning’. Learn rhymes poems and songs Use simple sentences to express needs, ideas and preferences. Begin to learn and use new vocabulary through stories, songs and play. Join in with rhymes, repeated phrases and familiar stories. Answer simple questions using words and short sentences. Begin to take turns in conversations with adults and peers. Speak with increasing confidence during play and group activities.		Maintain attention while completing adult-directed tasks, even when distractions are present. Respond appropriately to comments and questions from adults and peers. Speaking Use longer sentences to share ideas, experiences and opinions. Introduce and use new vocabulary in play and learning. Ask questions to find out more and clarify understanding. Retell familiar stories and recount events in a logical order. Use language to organise play, negotiate and solve simple problems with others. Speak clearly enough to be understood by familiar adults and peers Participate confidently in small-group and whole-class discussions.		Answer a range of questions about stories, learning and experiences, including making simple predictions and explanations. Listen respectfully to others, taking turns in conversations and discussions Speaking Speak confidently in a range of situations using clear, well-formed sentences. Use a broad and growing vocabulary across all areas of learning. Explain ideas, describe events and give simple reasons for their thinking. Retell stories with key details and appropriate sequencing. Engage in sustained conversations, listening and responding appropriately to others. Use language to plan, predict, negotiate and reflect on learning	
Year 1 Grammar and Punctuation	Begin to use capital letters and full stops Leave spaces between words.	Use “and” to join ideas in a sentence. Use question marks and exclamation marks where needed.	Use adjectives to describe people and places	Use capital letters for names, places, and the word “I”.	Use simple conjunctions to extend ideas (e.g. <i>because</i>, <i>but</i>). Use exclamation and question sentences appropriately.	Use punctuation correctly in sentences.
EYFS Handwriting	Developing fine motor control; using correct pencil grip and hand—eye co-ordination Trace, copy and complete patterns; pre-letter formation practice Individual letter formation	Individual letter formation	Individual letter formation	Individual letter formation Forming letters correctly to form words; writing labels clearly. Form ascenders accurately	Trace and write digraphs and trigraphs Form ascenders and descenders Form letters the correct size Trace and write capital letters	Trace and write capital letters Number formation
Year 1 Handwriting	Introducing and practicing letter families- sets 1,2, 3	Introducing and practicing letter Families sets 4 and 5 Practising capital letters.	Practising capital letters. Practising numbers Introducing break letters. Practising consistent size and height of small letters. Diagonal join to set 1 letters	Diagonal join to set 1, 2, 3 and 4 letters.	Diagonal joins Practising the horizontal join	Practising the fourth join Practising break letters Revising the four handwriting joins.
EYFS Maths	Number Count reliably developing one to one correspondence Begin to recognise and order numbers Subitise small numbers of objects Numerical Patterns Compare small quantities and begin to use language such as more, fewer and the same. Explore repeating patterns	Number Explore composition of numbers through practical experiences, songs and games. Begin to solve simple addition and subtraction problems using objects and fingers Numerical Patterns Compare equal and unequal groups Begin to notice patterns in numbers, shapes and everyday experiences.	Number Count reliably to 10 and beyond Recognise and order numerals to 10 and beyond Represent numbers in different ways Numerical Patterns Explore the relationship between numbers, including one more and one less. Begin to notice patterns in the number system	Number Develop an understanding of how numbers are made up, including pairs of smaller numbers. Recall some number bonds within 5 and begin exploring bonds within 10. Numerical Patterns Solve simple addition and subtraction problems using practical resources and explanations. Identify missing elements in simple patterns.	Number Have a deep understanding of numbers to 10, including the composition of each number. Subitise quantities confidently within 5 and begin to recognise larger quantities through patterns. Automatically recall number bonds to 5 and some number bonds to 10. Numerical Patterns Count forwards and backwards beyond 20, recognising the pattern in the number system. Identify one more and one less than a given number within 10 and beyond. Explore doubles and recognise simple doubling patterns.	Number Count beyond 20, recognising the pattern of the counting system. Compare quantities confidently and explain their reasoning. Use number knowledge to solve addition and subtraction problems, including those involving quantities up to 10. Numerical Patterns Develop understanding of odd and even numbers Understand and use the relationship between consecutive numbers. Compare quantities and explain how they know which group has more or fewer. Solve practical problems involving patterns, counting and relationships between numbers.

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Year 1 Maths	Understanding number Measuring length Place value and partitioning Shape Exploring addition	Time Exploring subtraction Money matters Shapes	Number and place value Weight Addition and subtraction Time	Addition and Subtraction Money Patterns Shapes	Number and calculation Measures Money Addition and subtraction Time	Patterns – groups and fractions Doubling and halving Shape and data
EYFS Understanding the Natural World	Understand the terms ‘same’ and ‘different’. Learn key body parts and how to keep healthy	Explore and ask questions about the natural world around them	Talk about features of the environment they are in and learn about the different environments.	Know some important processes and changes in the natural world, including states of matter.	Make observations about the environment around them	Make observations about plants discussing similarities and differences.
Year 1 Science	Animal Survival: Bodies and Senses	Everyday Materials	Seasons	Habitats	Animal Survival: Feeding	Plants
EYFS Understand the World- Past and Present	Know about changes in their own lives	Know some similarities and differences between things in the past and now	Know about the past through settings and characters talk about a significant character	Know about the past through settings and talk about a character from the past	Know about the past through settings, characters and events	Sequence events in their life so far- adding events from their school to their personal timeline
Year 1 History	Changes in technology			Moon to Mars (Christopher Columbus and Neil Armstrong)	Mary Anning	
EYFS Understanding the Natural World		Where do I live? Exploring features of their immediate environment	Explore and contrast different locations		Know that simple symbols are used to identify features on a map and create their own simple maps	Explore differences in contrasting locations
Year 1 Geography		The UK	Contrasting places- hot and cold			Contrasting places- Utah
EYFS Expressive Arts & Design Linked Nursery Rhymes	Frere Jacques Counting rhymes to support maths- 5 speckled frogs, 5 currant buns, 5 little monkeys, 1 2 3 4 5	Alouette London Bridge Rhymes linked to this years National Nursery rhyme week	Jack and Jill The bear went over the mountain The animal fair The Grand old duke of York	Hot cross buns 5 little men in a flying saucer The wheels on the bus The man in the moon	Hickory Dickory Dock Sing a song of sixpence The animals came in 2 by 2 10 in the bed	The big ship sails This old man Sur le pont 10 green bottles
Year 1 Music	Compose and create: high & low melodic responses	Singing for performance: changing tempo & dynamics in our songs	Compose & Create: exploring & performing rhythm patterns	Music and movement: feeling the pulse & changing tempo	Compose and create: high & low melodic responses	Singing for performance: changing tempo & dynamics in our songs

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EYFS Expressive Arts and Design	Music: <i>Being Imaginative</i> Sing and perform nursery rhymes. Art & Design: <i>Creating with Materials</i> Experiment mixing with colours	Music: <i>Being Imaginative</i> Experiment with different instruments and their sounds. Art & Design: <i>Creating with Materials</i> Experiment with different textures	Music: <i>Being Imaginative</i> Create narratives based around stories. Art & Design: <i>Creating with Materials</i> Explore different techniques for joining materials.	Music: <i>Being Imaginative</i> Move in time to the music. Art & Design: <i>Creating with Materials</i> Use props and costumes for different role play scenarios.	Music: <i>Being Imaginative</i> Play percussion instruments following a musical pattern. Art & Design: <i>Creating with Materials</i> Explore and use a variety of artistic effects to express their ideas and feelings.	Music: <i>Being Imaginative</i> Invent their own narratives, stories and poems. Art & Design: <i>Creating with Materials</i> Share creations, talk about process and evaluate their work.
Year 1 Art	All about me- self portraits Van Gogh and Frieda Kahlo		Concentric Circles Kandinsky, Hilma Af Klint		Fossils Rachel Dein	
Year 1 Design Technology		Moving pictures		Wheels and axles		Cooking and nutrition- preparing fruit and vegetables
EYFS Understand the World- People, culture & communities Year 1 Religious Education	Celebrating  Harvest UC: Creation/ Fall	Candle light as a symbol    Advent and Hannukah UC: Incarnation	Change (love)  People Jesus Met UC: Gospel	Remembering  Passover	Story   Stories	Precious (special)   Water
EYFS PSED	Self-Regulation Begin to recognise and name a range of emotions. Separate from familiar adults and settle into routines with support. Follow simple classroom rules and expectations. Begin to manage feelings with adult guidance. Take turns and share with support. Wait for short periods and begin to control impulses. Develop confidence to try new activities and ask for help when needed. Managing Self Separate from parent/carer with increasing confidence. Begin to follow simple daily routines with adult support. Put belongings away independently. Begin to identify basic feelings and needs. Choose an activity and engage for short periods Develop independence in dressing and undressing Put on coat independently and begin to fasten it. Select and use planned activities and resources, with help when needed Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Building Relationships Begin to form positive relationships with adults and peers. Play alongside and with others in small groups. Take turns and share with adult support. Show kindness and consideration towards others. Begin to understand and follow simple social rules. Express their needs and feelings appropriately. Develop confidence to join in with group activities and play		Self-Regulation Identify feelings and begin to use taught strategies to regulate emotions. Follow classroom rules with increasing independence. Manage disappointment and minor setbacks with encouragement. Take turns, share and cooperate with peers during play and learning. Show increasing resilience by persevering with challenging tasks. Understand how their behaviour affects others. Begin to resolve simple disagreements using words Managing Self Begin to show resilience and perseverance in the face of a challenge. Understand the importance of healthy food choices and talk about some of the different factors that support their overall health and wellbeing. Select and use their own choice of resources to achieve a planned end goal. Build constructive and respectful relationships Remember and demonstrate rules without needing an adult to remind them. Manage most of their own needs and personal hygiene independently. Begin to manage zips and simple fastenings Persevere with tasks when they become challenging. Begin to regulate emotions using taught strategies. Follow two- or three-step instructions consistently Building Relationships Build friendships through shared play and learning experiences. Cooperate with others to achieve a shared goal. Take turns, share resources and negotiate during play with increasing independence. Show empathy by recognising how others may be feeling. Use words to solve simple disagreements and seek support when needed Include others in play and respond positively to different ideas. Develop confidence when working with different partners and groups		Self-Regulation Independently use strategies to regulate emotions in a range of situations. Demonstrate resilience and perseverance when facing challenges. Follow rules and routines consistently across the school day. Work cooperatively, showing empathy and consideration for others. Manage conflicts appropriately by talking through problems and seeking solutions Adapt behaviour to different situations and transitions Managing Self: Dress for PE with minimal support. Show confidence when tackling unfamiliar tasks. Regulate emotions appropriately in different situations. Persist with challenges before seeking help. Demonstrate increasing responsibility for equipment and the learning environment Building Relationships: Form and maintain positive friendships with a range of peers. Work collaboratively in pairs and small groups, taking on different roles. Show empathy, kindness and respect towards others. Resolve minor conflicts independently using appropriate language. Demonstrate good manners and respect for others' feelings, opinions and belongings. Cooperate confidently in group activities, sharing ideas and responsibilities	

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Year I PSHE	Making Friends: playing and learning together	Mental Health and Wellbeing	Celebrating me, you and our families	Safety at home	Being Healthy	Showing kindness to ourselves and others
EYFS Physical Development	Gross Motor skills Move confidently in a variety of ways, including walking, running, jumping and climbing. Develop balance and coordination through indoor and outdoor play Negotiate space safely, avoiding obstacles and others. Begin to use large equipment safely with support Explore different ways of moving using whole-body actions Join in with action songs, movement games and simple physical activities. Develop core strength through climbing, balancing and active play Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Fine Motor skills Develop hand strength and control through a range of malleable materials and small tools. Use a comfortable grip when holding mark-making tools. Begin to use scissors to make simple snips with support. Thread, stack, pinch and manipulate small objects with increasing control. Complete simple puzzles and construction activities using both hands together. Begin to use one-handed tools such as paintbrushes, spoons and tongs effectively. Show increasing control when drawing lines, circles and simple shapes Show a preference for a dominant hand		Gross Motor skills Show increasing control and coordination when running, hopping, skipping and balancing. Travel confidently over, under and through equipment Develop balance and agility in a range of physical activities. Throw, catch, roll and kick large balls with increasing accuracy. Move safely and confidently in different spaces, adjusting speed and direction. Use core strength to support posture and stability during activities. Participate in simple team games, following basic rules Fine Motor skills Develop greater precision when using pencils, paintbrushes and other tools. Use scissors to cut along straight and curved lines with increasing accuracy. Manipulate small objects using a pincer grip with confidence. Form recognisable shapes, patterns and simple letter-like forms. Use construction materials and tools with increasing accuracy and purpose Demonstrate improved hand-eye coordination during creative and practical activities Develop finger strength and dexterity through a variety of fine motor tasks		Gross Motor skills Demonstrate good balance, coordination and control in a range of movements. Combine movements fluently when running, jumping, hopping, skipping and climbing. Negotiate space safely with awareness of others. Throw, catch, kick and strike objects with increasing accuracy and control. Use large apparatus confidently and safely, showing strength and coordination. Participate confidently in games, following rules and working cooperatively with others Fine Motor skills Demonstrate good control and precision when using a range of small tools, including scissors, pencils and paintbrushes. Cut out simple shapes accurately and safely. Form letters and numbers with increasing accuracy and consistency using a tripod grip Manipulate small objects confidently using refined finger movements. Apply fine motor skills across writing, creative and practical activities independently	
Year I Physical Education	Games- awareness of space Gym- travelling	Team games and chasing games Dance- the seasons	Throwing and catching Dance- line dancing	Travelling with and passing a ball Gym- Shape	OAA- orienteering Dance-dinosaurs	Bats and balls Athletics
EYFS Understanding of the World (Computing)	Identifying different sources of technology at school and at home		Programming toy cars and Beebots		Using a keyboard to log in and type their name	
Year I Computing	Computing systems and networks: Technology around us	Creating media: Digital painting	Programming A: Moving a robot	Data and information: Grouping data	Creating media: Digital writing	Programming B: Programming animations
EYFS Understanding of the World (French)	Learn where France is and how we get there Look and identify some French features- flag, Eiffel Tower etc Learn some common French rhymes/songs		Learn numbers to 5and be able to count up to 5 Listen to some stories read in French Join in with number songs		Introduce French colours Children to recognise different colours when spoken	
Year I Modern Foreign Languages (French)	Greetings and Family Intercultural: Christmas traditions in France		Animals- Pets		Body parts Colours	

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