



Blessed Robert Widmerpool CVA - Lent Term Curriculum Map 2025-26



Religious Education

- **Special People:** What makes people special?
- **Meals:** What makes some meals special?
- **Change:** How and why do people change?



Throughout topics, we will find links to Saints, Catholic Social Teaching and Stewardship.

RSHE

- To recognise when they have been unkind and say sorry
- To recognise when people are being unkind to them and others and how to respond.
- To know that when we are unkind we hurt God so we should say sorry
- To know that we should forgive like Jesus does.
- Know simple strategies for managing feelings
- That choices have consequences. When we make mistakes we are called to receive forgiveness and to forgive others.
- Jesus died on the cross so that we can be forgiven

English:

Whole Class Reading texts:

- Tadpole's Promise
- Somebody Swallowed Stanley
- Big Fat Buggie (poem)

Additional Reading Texts:

- Stories from the Bible - Come and See topic links
- Variety of non-fiction texts linked to topic

Writing genres:

- Character Description
- Narrative
- Poetry- rhyming

SPaG:

- I can spell some words from my Year 1 word list and use phonetically plausible attempts for other/longer words when needed.
- I can spell some common exception words correctly.
- I know some sounds can be spelt in different ways using different letters.
- I am beginning to use the spelling rules for adding -s or -es for nouns (and the third person singular marker for verbs)
- I can show some use of question marks.
- I am beginning to use a capital letter and a full stop.
- I can use time adverbs, word banks and include some adjectives to add detail.
- I can use 'I' for pronouns and capital letters for names of people, places and days of the week.
- I can add together two sentences using 'and'.



Maths

Place Value within 20:

- Count within 20
- Understand 10
- Understand numbers to 20
- 1 more and 1 less
- Number lines to 20
- Estimating using a number line
- Comparing numbers to 20
- Ordering numbers to 20

Place Value within 50:

- Count from 20 to 50
- 20, 30, 40, 50
- Count by making groups of 10
- Groups of tens and ones
- Number lines to 50
- 1 more, 1 less



Addition and Subtraction to 20

- Add by counting within 20
- Add using number bonds
- Find and make bonds to 20
- Doubles
- Near doubles
- Subtract using number bonds
- Counting back
- Finding the difference
- Related facts
- Missing number problems

Measurement: Length and Height

- Compare lengths and heights
- Measure length using objects
- Measure length using centimetres

Measure: mass and volume

- Heavier and lighter
- Measure mass
- Compare mass
- Full and empty
- Compare volume
- Measure capacity

Science:

Animals:

- Shows understanding of a concept using scientific vocabulary correctly
- Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.
- Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.

PE

Yoga:

- Physical: Balance, strength, flexibility, co-ordination
- Emotional: Concentration, focus, identify feelings
- Social: Move safely, listen to others, collaborate
- Thinking: Observation, copy and repeat, select and apply

Gymnastics:

- Physical: Travelling actions, shapes, balances, jumps, rolls
- Emotional: Confidence, self-regulation, perseverance
- Social: Respect, collaboration, sharing, work safely
- Thinking: Comprehension, select and apply actions, creativity



Year 1

Stewards of the Earth: How will you share your gifts?

Computing

-



Art

Key Artist: Augusta Savage

- Know how to cut, roll and coil materials. Know how textures create things. (using materials)
- Ask questions about a piece of art (range of artists)
- Evaluate: To identify how their own work, peers or other artists' work make them feel.

Year 2:

- Know how to create a piece of art in response to the work of another artist. Know the work of sculptors. (range of artists)
- To shape and form from direct observation (malleable and rigid materials)
- To explore decorative techniques and replicate pattern and texture.
- Evaluate: Identify what they might change in their own work next time.

DT: Textiles: Puppets

Hook: We are going to design and make a puppet so we can put on a puppet show.

- Children investigate and evaluate existing products linked to the chosen project. Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used.
- Use questions to develop children's understanding
- Make drawings of existing products, stating the user and purpose. Identify and label, if appropriate, the fabrics, fastenings and techniques used.
- Cut out shapes created by drawing around a template onto a fabric with help
- Join materials and components in different ways (using **running stitch** using large eye needles, glue, staples, over-sewing, tape) **Y2 - with increased accuracy and precision.**
- Decorate fabrics with buttons, beads, sequins and ribbons for collage effect using simple applique



History: Mary Seacole

- Children are able to draw conclusions from simple visual clues, such as a portrait, paintings and a plaque.
- Pupils can sequence key events in Mary's life; they can explain why some periods of Mary's life were more important and significant than others. Some can identify key turning points in her life
- Pupils can explain Mary's role in setting up her hotel; they know what she did to improve soldier's lives in terms of providing food, comfort
- Pupils understand that Mary was exceptionally kind and comforting but also dynamic and brave and that it is these qualities and her behaviour that make her significant
- Pupils can give reasons why Mary Seacole deserves a statue
- Y2 pupils can rank arguments in terms of how convincing them seem and use their ranking when putting forward an argument



Geography: Weather and Climate

- Order the months of the year, name the seasons, order the seasons.
- Identify the similarities and differences between the seasons.
- Identify and describe aspects of the weather and how it affects our local environment.
- Classify images into groups of the four seasons. Use the vocabulary cards to decide how best to describe each season.
- Describe how the weather affects the clothes we wear; children pick a weather type and choose an image of suitable clothing. Can they **explain** their choice?
- Watch weather forecasts on BBC and find Nottingham on map of UK; begin to understand symbols used
- Y2: record daily weather patterns individually
- Y2: explain how the weather affects the jobs we do and the clothes we wear
- Y2: begin to understand the concept of Climate Change and identify what this looks like in reality eg seasonal changes here in UK, flooding, extreme weather of the UK using some of their physical and/or human features



Pupils can:

- Sing collectively at the same pitch.
- Respond to simple visual instructions.
- Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.
- Perform short call and response patterns, keeping in time to the beat.
- Walk, move, and clap a steady beat and compare high and low sounds through listening and singing.
- Follow pictures/symbols to guide playing.

Pupils will:

- Perform together, following instructions that combine the musical elements.
- Improvise simple question and answer phrases.



Visits and Visitors

- Rushcliffe Country Park - Spring 2: Looking for signs of spring and new life. Walk around the park and lake.
- Identifying plants and trees - Science link
- Sensory walk - Exploring sensory garden activities. Identifying which senses are needed for each task.
- Climbing and risk taking - play area



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- Begin to understand basic rhythm notation.
- Perform short, repeated patterns, keeping in time with a steady beat.