



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

Science:

Animals including humans:

Pupils will be taught the following: to know that living things have needs to survive. To know that there are different types of animals. To know that animals have different diets. To know the names of body parts. To investigate how our senses can be used to classify food.

Everyday Materials:

Pupils should be taught to: * Distinguish between an object and the material from which it is made. * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. * Describe the simple physical properties of a variety of everyday materials. * Compare and group together a variety of everyday materials based on their simple physical properties

Religious Education

Creation and covenant: Advent 1

- Children will be able to retell the story of creation
- Children will know that creation is a gift from God.
- Children will know that God is there, and prayer can bring us closer to him.
- Children will reflect on the opening words of Creed and what the word of our father means to them.

Prophecy and Promise: Advent 2

- Know why stories in the bible are so important.
- Know why Mary is important to Christians.
- Know the story of visitation
- Know that the first words of the Hail Mary were said by the Angel Gabriel
- Know the story of Jesus birth.



English:

Guided Reading texts:

- Levelled guided reading books – Little Wandle twice weekly

Additional Reading Texts

- The Three Little Pigs – Mara Alperin
- Wanted: The Perfect Pet – Fiona Robertson
- Variety of non-fiction texts linked to wider topics

Writing genres:

- Talk for Writing – Retelling focus
- Poetry
- Recount – Bible Stories
- Letter writing

SPaG:

- I can show some use of exclamation and question marks.
- I am beginning to use a capital letter and a full stop to start and end most sentences correctly.
- 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'.
- I attempt to use other words (conjunctions) to join sentences.



Maths

1. Place Value:

- Sort objects
- Count objects
- Represent objects
- Recognise numbers as words
- Count on from any number
- 1 more
- Count backwards within 10
- 1 less
- Compare groups by matching
- Less than, greater than, equal to
- Compare numbers
- Order objects and numbers

3. Shape

- Recognise and name 2D shape
- Sort 2D shape
- Recognise and name 3D shape
- Sort 3D shape
- Pattern with 2D and 3D shape

2. Addition and Subtraction

- Introduce parts and whole
- Part whole model
- Write number sentences
- Fact families
- Number bonds within 10
- Systematic number bonds
- Number bonds to 10
- Addition – add together
- Addition – add more
- Addition problems
- Subtraction – find a part
- Fact families
- Subtraction – take away
- Subtraction – number lines
- Add or subtract 1 or 2



RSHE

- To learn that we are unique
- Our bodies are good, and we need to look after them
- The names of the parts of our bodies
- We are part of God's family and God loves us
- World Mental Health Day Celebration



PE

Team Building

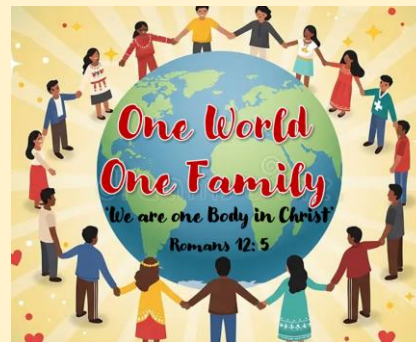
*Children learn to work together, listen carefully, communicate clearly and think creatively. *They get to know each other, build trust as a class and develop life skills.

Fitness – Wednesday Morning with Miss Bethgate Advent 1

*Children engage in competitive and cooperative physical activities in a range of challenging situations. *Children are taught to master basic movements such as running, jumping, throwing and catching. *They develop their agility, balance and coordination.

Dance – Wednesday Morning with Miss Bethgate Advent 2

*Children develop fundamental movement skills. *Extend their agility, balance, coordination, individually and with others, *Are taught to perform dances using simple movement patterns.



Year 1

One World One Family

"We are one Body in Christ" Romans 12:5"

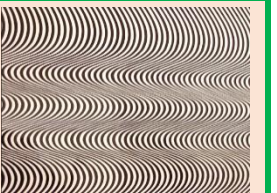
Art

Make your mark.

Key Artist – Bridget Riley and her artwork waves.

- Show knowledge of the language and literacy to describe lines.
- Show control when using string and chalk to draw lines.
- Experiment with a range of mark-making techniques, responding appropriately to music.
- Colour neatly and carefully, featuring a range of different media and colours.
- Apply a range of marks successfully to a drawing.

Produce a drawing that displays observational skill, with a range of lines and mark making



DT: Mechanisms: Sliders/Levers

Hook: Can you design and make a moving Christmas Card.

Generate ideas based on simple design criteria and their own experiences, explaining what they could make

Develop, model and communicate their ideas through drawings and mock-ups with card and paper.

- Plan by suggesting what to do next
- Select and use tools, explaining their choices, to cut, shape and join paper and card.
- Use simple finishing techniques suitable for the product they are creating.
- Explore a range of existing books and everyday products that use simple sliders and levers.
- Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.
- Explore and use sliders and levers
- Know that mechanism are the parts that make something works.
- Understand that different mechanisms produce different types of movement (*sliders – side to side/up, down; Levers – use a fulcrum for lever to move things in an arc (curve)*)



History

Robin Hood – Enchanted Woodland.

Learning Outcomes:

- To know who Robin Hood was and why he is famous.
- To know people who lived with and knew Robin Hood.
- To know key locations of historical significance.
- To know about Nottingham castle.
- To know about King Richard.
- To know the timeline of Robin Hood.



Geography:

Seasonal Changes:

Learning Outcomes:

- To know how to name and locate the UK on a world map.
- To know some human and physical features of the UK.
- To know the months of the year and recognise each season.
- To know the similarities and differences of each season.
- To know the types of weather we have in the UK.
- To know what a woodland is and how it changes each season.
- To know how to use fieldwork skills to make observations.





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<u>Music</u> Pupils will: *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. *Compare high and low sounds through listening and singing. *Follow pictures/symbols to guide playing.	<u>Visits and Visitors</u> We will be going on a trip to watch the pantomime in advent term 2.
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