



KS1 Cycle 1 Curriculum Progression Map

KS1 Cycle 1 English Progression

Unit	Main NC focus	Year 1 emphasis	Year 2 extension	Complexity progression
Uniquely Me	Speaking/Listening + basic writing	Say ideas aloud; write labels and simple sentences	Expand with conjunctions and reasons	Starting point – personal responses
Special to Us	Reading comprehension + sentence writing	Retell experiences; sequence orally	Write linked ideas and explanations	Simple sequencing introduced
Jack's Amazing Adventure	Narrative structure	Sequence beginning/middle/end	Add expanded descriptions and simple conjunctions	Narrative sequencing
First Christmas	Recounting events	Order events and describe	Use time words (first/next/finally)	Chronology begins
Round About Winkfield	Information writing	Identify local features	Compare locations and explain differences	Comparison develops
Roots and Shoots	Explanation texts	Label and describe plants	Explain processes using because/so	Cause-and-effect
Spring to Life	Short independent writing	Observe and describe	Extend with reasons and comparisons	More independence
London's Burning	Historical recount	Sequence events	Explain significance and compare past/present	Historical reasoning
Shabbat	Comparative thinking	Identify similarities	Explain differences and beliefs	Comparison deepens
Sustain	Persuasion	Suggest actions	Write simple pledges with reasons	Purposeful writing



Unit	Main NC focus	Year 1 emphasis	Year 2 extension	Complexity progression
The Lonely Beast	Narrative response	Describe characters	Explain feelings, motives and relationships	Greater inference

KS1 Cycle 1 Reading Progression and Domain Coverage

Reading skill	Units	Progression
Vocabulary development	1-11	Develop and apply increasingly precise topic and academic vocabulary
Prediction	1-3	Use illustrations, titles and prior knowledge to anticipate ideas
Retrieval	2-11	Find and recall key information from stories and information texts
Sequencing	2-8	Order events, processes and ideas chronologically
Character understanding	1-11	Identify characters, feelings, actions and relationships
Inference	3-11	Use clues from text and illustrations to explain meaning
Comparison	5-10	Compare places, beliefs, experiences and viewpoints
Explanation	6-11	Explain processes, choices, ideas and events
Themes and messages	7-11	Identify messages, values and themes within texts
Discussion and response	1-11	Discuss, justify and communicate ideas and responses
Fluency and prosody	1-11	Develop confidence, expression and accuracy through repeated reading and oral rehearsal

Reading skills are taught progressively across KS1 through a spiral curriculum model. Pupils revisit key reading behaviours with increasing complexity, enabling Year 1 pupils to secure foundations while Year 2 pupils deepen understanding and independence.



KS1 Cycle 1 Grammar Progression Map

Grammar and punctuation are taught through meaningful reading, writing and spoken language opportunities. Pupils revisit core sentence construction throughout the year, while new grammatical knowledge is introduced progressively and applied within increasingly

Unit	Grammar and punctuation focus
Uniquely Me	capital letters, full stops, finger spaces, simple adjectives
Special to Us	coordinating conjunction <i>and</i> ; oral sentence rehearsal
Jack's Amazing Adventure	expanded noun phrases; <i>because</i> ; question marks
First Christmas	time conjunctions (<i>first, next, then, finally</i>); past tense verbs
Round About Winkfield	coordinating conjunctions (<i>but, or</i>); question forms
Roots and Shoots	subordinating conjunctions (<i>because, so, when</i>); commas in lists
Spring to Life	singular/plural nouns; suffixes <i>-s, -es</i>
London's Burning	past tense consistency; suffixes <i>-ed, -ing</i>
Shabbat	expanded noun phrases; conjunction choice
Sustain	command sentences; exclamation marks
Lonely Beast	apostrophes for contraction and possession; independent sentence application



KS1 Cycle 1 Vocabulary Progression Map

Vocabulary is deliberately revisited and applied with increasing precision across the curriculum.

Unit	Vocabulary focus
Uniquely Me	feelings, identity, strengths, belonging
Special to Us	relationships, celebrations, special
Jack's Amazing Adventure	adventure, sequence, character
First Christmas	celebration, Nativity, tradition
Round About Winkfield	map, location, environment
Roots and Shoots	plant, growth, living
Spring To Life	season, change, celebration
London's Burning	past, present, significant
Shabbat	beliefs, traditions, symbols
Sustain	environment, responsibility, protect
Lonely Beast	friendship, belonging, emotions



KS1 Cycle 1 Wider Curriculum Progression

Unit	Lead subject(s)	Year 1 emphasis	Year 2 extension	Disciplinary progression
Uniquely Me	PDL	Identify feelings and strengths	Explain feelings and choices	Self-awareness begins
Special to Us	RE	Identify special people and events	Explain why things are important	Respect and discussion develop
Jack's Amazing Adventure	English / Science	Retell and imagine	Explain character choices and events	Narrative thinking develops
First Christmas	RE	Recall key beliefs and events	Explain meaning and significance	Chronology and interpretation begin
Round About Winkfield	Geography	Observe local features	Compare and explain differences	Geographical comparison begins
Roots and Shoots	Science	Identify and describe plants	Explain processes and change	Scientific enquiry develops
Spring To Life	RE / Science	Observe seasonal change	Explain patterns and relationships	Observation becomes explanation
London's Burning	History	Sequence events	Explain significance and compare past/present	Historical reasoning develops
Shabbat	RE	Identify traditions and symbols	Explain beliefs and similarities/differences	Comparative thinking deepens
Sustain	Geography	Suggest ways to care for environments	Justify choices and actions	Ethical thinking develops
Lonely Beast	English / PDL	Describe characters and emotions	Explain motives, relationships and viewpoints	Empathy and inference deepen



KS1 Cycle 1 Subject Coverage Audit

Subjects are taught through an integrated curriculum model whilst maintaining clear subject integrity and progression.

Subject	Units	Coverage
History	Unit 8	chronology, past/present, significance, historical enquiry
Geography	Units 5,10	local area, human/physical features, maps, environments, sustainability
Science	Units 6,7	plants, living things, seasonal change, observation, enquiry
RE	Units 2,4,7,9	celebrations, beliefs, traditions, comparison, respectful discussion
English	Units 1-11	reading, writing, spelling, grammar, oracy
Art	Units 1-11	drawing, colour, pattern, observation, representation, evaluation
DT	Units 3,6,8,10	design, make, test, evaluate
Computing	Units 1,3,5,8,10	digital recording, presentation, communication, information handling
Music	Units 2,4,7,11	listening, rhythm, singing, performance
PE	Units 1-11	coordination, movement, teamwork, participation
PDL/PSHE	Units 1,11 (embedded throughout)	emotions, relationships, identity, belonging, wellbeing



KS1 Cycle 1 Computing Development

Unit	Computing focus	Year 1 emphasis	Year 2 extension
Uniquely Me	digital recording	use devices to record ideas	organise and present information
Jack's Amazing Adventure	algorithms	follow simple instructions	create instructions independently
Round About Winkfield	digital mapping	identify features	use digital maps
London's Burning	presentation	record and organise information	present information for an audience
Sustain	online safety	recognise safe behaviour online	explain why online safety matters
Lonely Beast	programming and debugging	follow simple sequences	identify and correct errors

Progressive Development Across KS1

Computational Thinking

follow instructions

- create instructions
- identify mistakes
- improve outcomes

Digital Literacy

use technology safely

- recognise reliable information
- communicate safely



Digital Creation

- record
- create
- present

KS1 Cycle 1 Retrieval Progression Map

Retrieval type	KS1
Vocabulary retrieval	recall and use key words
Knowledge retrieval	recall facts and events
Reading retrieval	recall simple information
Cross-curricular retrieval	make simple links
Application retrieval	use learning with support
Cumulative retrieval	revisit recent learning



How Leaders Monitor Curriculum Impact

Leaders evaluate curriculum implementation and impact through a range of quality assurance activities to ensure pupils know more, remember more and can do more over time.

Monitoring activity	Purpose	Evidence
Learning walks	Monitor implementation and adaptive practice	classroom practice, engagement, routines
Book looks	Review progression and curriculum coverage	evidence of knowledge and skills development
Work scrutiny	Evaluate quality and consistency	challenge, presentation, progression
Pupil voice	Assess understanding and experience	confidence, vocabulary, pupil understanding
Assessment through TrackAble	Monitor progress and identify next steps	attainment and individual progress data
Moderation	Ensure consistency of expectations	shared judgements and standards
Curriculum review meetings	Evaluate impact and adapt provision	action plans and curriculum improvements

Leaders use evidence from monitoring activities to identify strengths, respond to emerging needs and continuously refine curriculum implementation.



Curriculum Leadership: Monitoring and Evaluating Impact

Leaders monitor implementation and impact to ensure pupils know more, remember more and can do more over time.

Monitoring activity	Purpose	Evidence leaders review	Frequency
Learning walks	Evaluate implementation and adaptive practice	classroom routines, engagement, curriculum delivery	Half-termly
Book looks	Review curriculum coverage and progression	evidence of knowledge and skill development	Half-termly
Work scrutiny	Evaluate consistency and quality	challenge, presentation, progression over time	Termly
Pupil voice	Assess understanding and curriculum experience	vocabulary, confidence, recall, enjoyment	Half-termly
TrackAble assessment	Monitor progress and identify next steps	attainment and progress data	Ongoing / termly review
Moderation	Ensure consistency of expectations	shared judgements and standards	Termly
Curriculum review meetings	Evaluate curriculum effectiveness	actions, adaptations and next steps	Termly

Leaders use evidence from monitoring activities to identify strengths, respond to emerging needs and continuously refine curriculum implementation and outcomes.