



Year 1 Curriculum Overview 2025 - 2026

Mrs Clayton-Smith & Miss Eatock

SUBJECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Pirates Book: Pirates Love Underpants (Claire Freedman) Description – Pirate Ship Description – Pirate character Recount – Diary of a pirate Poetry – PIRATE acrostic	Once Upon a Time Book: The Three Billy Goats Gruff (traditional tale) Narrative – story – The Three Billy Goats Gruff Description – Troll Letter – To Goats...from troll	All Things Royal Book: The Queens Hat (Steve Anthony) Letter- Write a letter inviting someone to our Royal Tea Party Instructions – How to make a jam sandwich for the Queen (hold a tea party) Recount- Following the event	London Landmarks Book: Paddington Letter- To Aunt Lucy...from Paddington Description – Paddington Instructions – How to make a marmalade sandwich	Into the Garden Book: Percy the Park Keeper After the Storm Poem – Storm senses Narrative – story - Retelling	The Snail and the Whale Book: The Snail and the Whale (Julia Donaldson) Description – Settings Narrative – story- Retell Recount – Postcard from Snail

Maths	Place Value (within 10) Addition and Subtraction (within 10) Shape		Place Value (within 20) Addition and Subtraction (within 20) Place Value (within 50) Length and Height Mass and Volume		Multiplication and Division Fractions Position and Direction Place Value (within 100) Money Time	
Science	Seasonal changes – Autumn and winter Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Materials- The Three Little Pigs 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	Seasonal changes – Autumn and winter Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Materials- Royal themed accessory 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	Seasonal changes – Spring to summer Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Seasonal changes – Spring to summer Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Plants Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name common plants, including deciduous and evergreen trees, identify basic plants parts.	Animals including Humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic

			variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties		parts of the human body and say which part of the body is associated with each sense.
Art and Design	Portraits Can they explain what a portrait is and draw a self-portrait? Can they talk about the work of Picasso, Paul Klee and Andy Warhol? Can they use colour to portray emotion in a portrait and use collage materials to make an abstract portrait? Can they use watercolour to paint a background and create a line drawing? Can they create a pop art portrait?	Colour chaos Can they make a painting using only primary colours? Can they talk about the work of a selection of artists, particularly their use of colour? Can they mix their own colours to create paintings? Can they use a variety of techniques and materials to create colourful paintings? Can they create a painting using either warm or cool colours?	Planet printing Can they explore direct print making with a variety of objects? Can they investigate the possibilities of direct and overprinting using primary colours? Can they make, and print with, negative stencils? Can they use colour, light to dark tones? Can they combine printing techniques already learned to produce a layered printed image? Can they make a clay slab relief block for printmaking? Can they print onto a variety of different surfaces? Can they review work in progress and say what they think and feel about it? Can they make a collograph block from a range of materials? Can they use a collograph block to make rubbings and for printing onto a range of surfaces?	Nature sculptures Can they talk about nature sculptures and the work of Andy Goldsworthy? Can they create a clay sculpture and an observational drawing of a natural object? Can they collect natural materials to create land art? Can they talk about their work afterwards, comparing it to other artists work?	Miro Can they create art in the style of Joan Miro? Can they develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space? Can they design and make surrealist picture and sculptures from different materials? Can they identify how their work is similar to that of other artists?

Design and technology	Understand where food comes from (link to Harvest Festival)		Cooking- Making a Jam Sandwich/Scones for the Royal Tea Party Explore and evaluate a range of existing products. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.		Garden Gloves creation- Explore and evaluate a range of existing products. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
History Kapow		Guy Fawkes	Queen Elizabeth II		History of the Seaside

Geography Kapow	Where in the world are we?			What is our weather like?	What is it like to live by the coast?	
ICT Purple Mash	Unit 1.1 Online safety and exploring purple mash (4 lessons) Unit 1.2 Grouping and sorting (2 lessons)	Unit 1.3 Pictograms (3 lessons) Unit 1.4 Lego builders (3 lessons)	Unit 1.5 Maze explorers (4 lessons)	Unit 1.6 Animated story books (5 lessons)	Unit 1.7 Coding (6 lessons)	Unit 1.8 Spreadsheets (3 lessons) Unit 1.9 Technology outside school (2 lessons)

Music Kapow	Musical vocabulary (Under the sea) Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	Timbre and rhythmic patterns (Theme: Fairy tales) Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.	Pitch and tempo (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.	Classical music, dynamics and tempo (Theme: Animals) Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.	Pulse and rhythm (Theme: All about me) Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	Vocal and body sounds (Theme: By the sea) Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.
PE	Personal <ul style="list-style-type: none"> - Coordination (footwork- bike) - Static balance (one leg- pirate) Fundamentals	Social <ul style="list-style-type: none"> - Dynamic balance to agility (jumping and landing- space) - Static balance (seated- jungle) Invasion Games	Cognitive <ul style="list-style-type: none"> - Dynamic balance (on a line- train) - Static balance (stance- tightrope) Gymnastics	Creative <ul style="list-style-type: none"> - Coordination (ball skills –clown) - Counter balance (with a partner- seaside) Target Games	Physical <ul style="list-style-type: none"> - Coordination (sending and receiving- juggling) - Agility (reaction /response- fairy tale) Striking and Ball Games	Health and fitness <ul style="list-style-type: none"> - Agility (ball chasing- squirrel) - Static balance (floor work- cat) Athletics
RE	<u>Creation 1.2</u> Who made the world? (core) <u>God 1:1</u> What do Christians believe God is like? (core) <u>Incarnation 1.3</u>		<u>Judaism</u> Why is learning to do good deeds important to Jewish people? <u>Salvation 1:5</u> Why does Easter matter to Christians? (core activities)		<u>Judaism</u> Why do Jewish families say so many prayers and blessings? <u>Islam</u> How do some Muslims show Allah is compassionate and merciful?	

	Why does Christmas matter to Christians? (core- Luke, The Shepherds)					
PSHE	Myself & My Relationships: Beginning and Belonging (8 lessons)	Anti-bullying (11 lessons) Citizenship: Diversity and Communities (11 lessons)	Managing safety and risk (8 lessons)	Myself & My Relationships: My Emotions (10 lessons)	Healthy & Safer Lifestyles: Healthy Lifestyles (Part 1) Healthy & Safer Lifestyles: Healthy Lifestyles (Part 2) Healthy & Safer Lifestyles: Digital Lifestyles	Healthy & Safer Lifestyles: Relationships and Sex Education (6 lessons)