

Our Curriculum Offer 2025-2026 - Year 1



Autumn 1- 1.9.2025- 21.10.2025	Autumn 2 3.11.2025- 19.12.2025	Spring 1 5.01.2026 - 13.02.2026	Spring 2 23.02.2026- 27.03.2026	Summer 1 13.04.2026 - 22.05.2026	Summer 2 08.06.2026 - 23.07.2026
7 weeks and 1 day	7 weeks	6 weeks	5 weeks	6 weeks	6 weeks and 4 days
'What makes a house a home?'	Things that go Bump in the Night!	To Infinity and Beyond!	Dungeons and dragons	Look up . look down look all around...	
Above and Beyond opportunities for our children in Year 1					

Big start ! Local walk- Geography Dingley Dell Harvest Festival Poetry festival	'Jingle Mingle' 'Toys over time box' Christingle	Money week Well being week Mosque visit	World Book day Maths Mingle Comic Relief Easter-Learning Review	Harlow Carr Rose day Transition visits
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Reading



Our children will...

Decode and understand texts

Follow the RWI phonic scheme from starting points
 Decode new words and work out the meaning by segmenting and blending
 Grow in confidence to explain their understanding of the texts they have read and have read to them.
 Read year 1 common exception words
 Begin to answer questions stems linked to the text
 Begin to use inference

Read widely , read for pleasure and discuss what has been read

Read a wide range of text types
 Be able to discuss books they have read and books of a higher level that have been read to them
 Read for a variety of purposes
 Be exposed to a range of poetry beginning to read some parts on their own.
 Recognise key features in texts - fiction and non fiction

V

I

P

E

R

S

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise

Find and explain the meaning of words in context

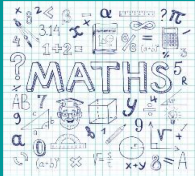
Make and justify inferences using evidence from the text

Predict what might happen from the details given and implied

Explain how different aspects of the text affect the reader

Retrieve and record information directly from the text

Summarise the key information and events from the text

Writing  Our children will create					
Character description Launchpad- 'Who Am I ?' Showcase - a description of them Setting description Showcase ' Home ' Loving Language Poetry Day <u>Grammar Focus:</u> Capital letter Full Stop Sentence <u>Consolidate:</u> Letter Finger spaces Colourful semantics	<u>Narrative</u> Showcase - Rewriting - Room on the broom <u>Instructions</u> Showacse - Simple instructions Showcase- Instructions - How to play pooh sticks <u>Grammar Focus:</u> Capital letters - pronouns (I)/names Adjectives <u>Consolidate:</u> Capital letter Full Stop Sentence	<u>Recount</u> Showcase - Recount based on 'The way back home' Core skills Poetry festival <u>Grammar Focus:</u> Conjunction - and to join clauses 'ed' suffixes Nouns and verbs <u>Consolidate</u> Capital letters - pronouns (I)/names Adjectives	Descriptive writing Showcase -- Describing my own dragon <u>Grammar Focus:</u> Plural noun suffixes (-s, -es) Question marks Exclamation marks <u>Consolidate</u> Conjunction - and to join clauses 'ed' suffixes Nouns and verbs	<u>Non fiction</u> Showcase -All about Foxes <u>Grammar Focus:</u> Suffixes (ing, ed, er) <u>Consolidate</u> Plural noun suffixes (-s, -es) Question marks Exclamation marks	<u>Narrative</u> Showcase - own version of story. <u>Consolidation of year</u> <u>one grammar</u>
Maths  Our children will....					

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Number - Place value (within 10) Addition and Subtraction (within 10) Geometry - Shape	Number - Place value (within 20) Addition and Subtraction (within 20) Place value (within 50) Length and height Weight and volume	Multiplication/division Fractions Position and direction Place value within 100 Measurement - Money Measurement - Time
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Science

Our children will

Explore the human body ... -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Explore Magical materials -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 on the basis of their simple physical properties	Apply what they know about materials To predict , test and create a space suit for their journey to the moon. Evaluate and improve there creations	Explore Amazing animals -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	Explore plants and trees -identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -identify and describe the basic structure of a variety of common flowering plants, including trees	Making Connections -Carry out online research to find answers to questions -Begin to recognise if a test is fair. -Use data to answer questions. -Recognise patterns in data.
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Geography

Our children will...

-Go on a local walk in Crossflatts -Study aerial photographs and highlight key places and landmarks. -What are human and physical features ? -Identify human and physical features in Crossflatts. -Create a simple map of the local area with a basic key. <u>KAPOW -</u> https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-1/what-is-it-like-here/ • Use simple fieldwork and observational skills to study the geography of their school and it's urroundings<u>surrounding</u> area. • Look at the key human and physical features of its surrounding environment. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Follow a map		-Explore the UK by looking at maps and aerial photographs. -Learn about the 4 countries that make up the UK. Identify the seas surrounding the UK. -I know the capital cities -Surrounding seas -Key Landmarks • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Use maps to identify the UK • countries and capital cities of the United Kingdom and its surrounding seas • Use maps to identify the UK	-Collate data from the year Plan and record a weather report to share with parents • To know that seasons change and what the four seasons are. • Identify typical seasonal and daily weather patterns in the United Kingdom FieldworkKAPOW- https://www.kapowprimary.com/subjects/geography/key-stage-1/geography-year-1/what-is-the-weather-like-in-the-uk/ • project- linked to scieince and Geography
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Geography and Science link

Our children will

Create a class weather chart to be used to record the weather throughout the year -Visit Dingley Dell throughout the year to record seasonal change • know that seasons change and what the four seasons are. Identify typical seasonal and daily weather patterns in the United Kingdom- the changes across the four seasons -observe and describe weather associated with the seasons and how day length varies - Talk about and record their findings
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History



Our children will...

	Investigate a "Toybox over time" Explore old toys from 'History box' https://www.kapowprimary.co.uk/subjects/history/key-stage-1/history-year-1/how-have-toys-changed/assessment-history-yl-how-have-toys-changed/ Interview grandparents about their lives and toys they liked to play with in the past. -Changes within living memory and beyond. -Describe things that happened to themselves and other people in the past. Use a timeline to place objects in age order.	Find out about the first moon landing. (1969) - learn about the lives of Neil Armstrong and Buzz Aldrin -Compare to Helen Sharman - who was born in Yorkshire (1991) - Tim Peake -The lives of significant individuals in the past who have contributed to national and international achievements. - Look at a significant person from their locality. A significant event that has changed our lives		Study the life of the Wright brothers and the first aeroplane flight. (1903) Look at Amelia Earhart and compare her life. (1932) -Events beyond living memory that are significant nationally or globally - -Use a timeline to place important events.
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Art -



Our children will.....

Drawing: Exploring line and shape - Identify some shapes are organic - Connect lines to create shapes - Use and recognise different types of lines when drawing shapes	Printing Design and create own christmas wrapping paper using printing core skills. - Make marks in print with a variety of objects, including natural and made objects.	Painting Who is Van Gogh ? Study Van Gogh's a 'Starry Night' and create their own version of a 'Starry Night piece' - Develop the ability to control paint and brush.	Sculpture Design and create a clay 'Dragon's eye' - To use sculpting to develop and share their ideas, experiences and imagination - To use tools effectively to create a piece of work.	Drawing and Painting Study - local artist Robert Fuller Create pieces of work in his style using drawing and painting skills taught this year. - Study a local artist and create works of art in his style. - Use my ability to control paint and pencil drawing
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- Identify basic shapes in everyday objects and art work - Talk about what they like or dislike in a piece of artwork - Use shape to draw a face - Use different pressures to make a colour lighter or darker - Choose lines and shapes inspired by Brianna McCarthy's art work -Create Paul Klee inspired portraits. 	-Carry out different printing techniques e.g. monoprint, block, relief and resist printing. 	-Know and name both primary and secondary colours. -Have an understanding of warm/cold colours. -Mix, use and apply secondary colours in their work -Explore white/black added to paint colours. How to create moods in art work by using colours and techniques. 		
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Design and Technology

Our children will design , make and evaluate

Textiles- 'A fabric face ' • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Select from and use a wider range of tools and equipment to perform practical tasks. • Explore and evaluate a range of existing products		Structure 'A space buggy' Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a wider range of tools and equipment to perform practical tasks. Select from and use a wider range of materials. Evaluate their ideas and products against design criteria.		Food A sensational salad • Select from and use a wider range of tools and equipment to perform practical tasks. • Explore and evaluate a range of existing products. • Understand where food comes from.	
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Computing

Our children will...					
<u>Computer Science</u> CS1 Understand and create simple algorithms. CS2 Understand that digital devices can be controlled by simple commands	<u>Data Handling</u> DH1 Sort, organise and classify objects based on their properties. DH2 Represent and interpret simple data as <u>pictograms</u> .	<u>Media</u> M1 Communicate simple ideas through the use of text, images and sounds. M2 Understand sound and music can be created using a range of simple technology	<u>Computer Science</u> CS3 Create and debug simple programs & algorithms to achieve an outcome. CS4 Recognise common uses of technology in and beyond school and understand they are controlled by programs	<u>Media</u> M3 Record sound using simple technologies and play back the recordings. M4 Create an image/animation in a simple graphics application. M5 Capture images using a range of technologies and share with others.	
P.S.H.E R.E <u>British Values Celebrations</u> Character and Culture (R.E. P.S.H.E. R.S.E.) 					
Our children will.....					
Why are festivals important? <u>Family and Relationships</u> <u>Respect</u> Harvest Festival, Pumkin party, Black History Month	Which books and stories are important? <u>Health and Wellbeing</u> <u>Tolerance</u> World Kindness Day, Anti-Bullying Week, Diwali, Christmas, Hannukah	<u>Economic Wellbeing</u> <u>Rule of Law</u> New Year resolutions, Epiphany, Holocaust Memorial Money Week, Children's Mental Health Week, Safer Internet Day, Chinese New Year.	What does it mean to belong to a community or belief? <u>Safety and the Changing Body</u> <u>Individual Liberty</u> International Women's Day, Lent, Easter, Ramadan Day, Eid	<u>Citizenship</u> <u>Democracy</u> St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day), Mental Health Awareness Week	How and why do we care for others? <u>Transition Lessons and Recap</u> Eid
PE 					
Our children will learn how to ...					
Run, Jump, Throw (1) Send And Return (1)	Gymnastics (1) Attack Defend Shoot (1)	Dance (1) Hit, Catch, Run (1)	Run Jump Throw (2) Send and Return (2)	Attack Defend Shoot (2) Hit, Catch, Run (2)	Dance (2) Outdoor Adventurous Activity. (1)

Music -using KAPOW



Our children will learn to listen, appraise and perform...

All about me - Keeping the pulse	Tempo	Dynamics	Sound patterns	Pitch	Musical symbols
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