

YEAR 1 CURRICULUM OVERVIEW 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Right of the month	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
Skills Builder	September: Listening October: Speaking	November: Teamwork December: GLOBAL GOALS	January: Problem Solving February: Adapting	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Planning	June: Leadership July: GLOBAL GOALS Skills Builder Project (Gallery Opening)
DT	Cooking and nutrition Make yogurt dipped fruits		Structures Stable Structures		Mechanisms Moving Book	
English	Beegu A gift for Amma: Market Day in India Pie Corbett Book of Poetry	The Jolly Christmas Postman Amazing Africa	Where the Wild Things Are Rapunzel: A Rebel Fairytale	Mixed: A Colourful Story Caterpillar Cake	Little Red Riding Hood Look Up  Little Red Riding Hood	Coming to England Wales on the map Katie Goes to London / Edinburgh
	Captions Character / setting description Story Maps (retelling)	Instructions Labels and captions Story Maps (retelling)	Narrative Story maps (retelling) Poetry	Instructions Newspaper report Character Description	Narrative Letter Writing Persuasive Writing	Non-chronological report Diary writing Postcards
	Capital letters; full stop, question mark/exclamation mark; conjunction: <i>and</i>					 Full Stops and Capital Letters
	Oracy, including Skills Builder Step 1 and debating motions e.g. This house believes that... the bear shouldn't have left the forest and gone to the big city...the three pigs should forgive the big bad wolf...monsters would make a good pet					

Maths	Time Addition and Subtraction (composition of numbers 0-5)  Number Bonds	Addition and subtraction (composition of numbers 6 - 10) Measure Geometry	Place Value Addition & Subtraction	Addition and Subtraction Multiplication and Division	Division Fractions Time Statistics	Addition and Subtraction Place Value
Science	Seasonal Change: all year					
	Animals including humans  Animals including Humans	Materials and States of Matter (DT Project: Designing and making a windmill with materials)  Everyday Materials	Plants  Plants			

History	EQ: What has changed since my grandparents were children?  Toys			EQ: How have the streets around my school changed? A local history study		EQ: Who are Ibn Battuta, Amelia Earhart and Mae Jemison and why do they matter?
Geography		<u>Exploring the world</u> Locating countries on a map using atlases. Exploring the nationalities of our class.  Maps	<u>Exploring the local area</u> Investigating the school grounds and completing a study of the local area.		<u>Exploring the UK</u> Naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom.  The UK	
	Forest School					
RE	Retell stories connected to these festivals.					
	Harvest Festival Rosh Hashanah	Christmas Hanukkah Advent Diwali	Lunar New Year Shrove Tuesday	Purim Easter Holi	Ramadan Eid  Eid al-Fitr	
			Who is a Christian and what do some believe? How and why do we celebrate special and sacred times? (Christians and Muslims) What does it mean to belong to a faith community? (Christians and Muslims)			
PE	Fairness and Respect Dance - Growing	Playing with others Dance - Heroes	Moving with control Ball skills - hands	Ways to move Playing Games	Throwing and catching skills Games for Understanding	Team Building Racquets, Balls and Bats

Art	Drawing and Sketchbooks Observational Line Drawing & Self-Portraits <i>Lubaina Himid</i>	Print, Colour, Collage Relief Printing & Textures <i>Yinka Shonibare</i>	Print, Colour, Collage Paper Collage & 3D Forms <i>Faith Ringgold</i>	Paint, Surface, Texture Secondary Colour Mixing & Still Life <i>Yayoi Kusama</i>	Collaboration and Community Observational Flora & Fauna Drawing <i>Rachel Ruysch</i>	Working in 3 Dimension Mixed-Media Land Art Construction <i>Andy Goldsworthy</i>

Music	Colonel Hathi's March Learn how to keep a pulse through actions and body percussion.	Christmas Show Sing familiar songs in both high and low voices	In the Groove Listen and appraise music from various countries and styles	Yoyo and the Little Auk Create musical sound effects and short sequences of sounds in response to stimuli, eg. a rainstorm	Musical Conversations Recognise how graphic notation can represent created songs	Pulse and Rhythm Understand the difference between rhythm and pitch pattern Exploring high/low and loud/quiet sounds. Identify and perform crotchets, quavers and rests on percussion
PSHE/RRS	Mental Health and Emotional Wellbeing <i>Feelings</i>  <i>Feelings</i>	Identity, society and Equality <i>Me and others</i>	Physical Health and Wellbeing <i>Fun times</i>	Keeping Safe and Managing Risk <i>Feeling safe</i>  <i>Healthy Relationships</i>	Drug, Alcohol and Tobacco Education <i>What do we put into and on to our bodies?</i>	Careers, Financial Capability and Economic Wellbeing <i>My money</i>
Computing	Computing systems and networks identify technology and look after it	Computer Science understand what algorithms are	Creating Media create, share and respond to multimedia and digital artifacts explain why work using technology belongs to me		Data and information explain what data is sort and group basic data	Computer Science create a simple sequence of events