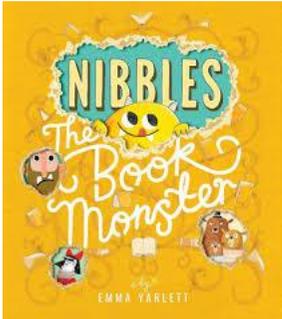
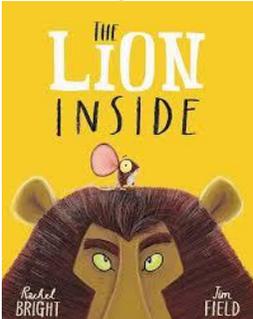
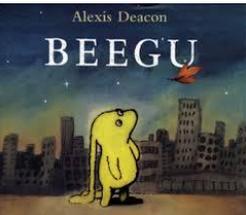
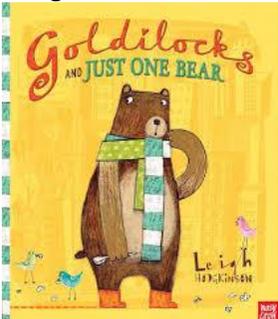
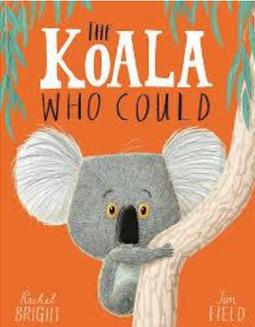
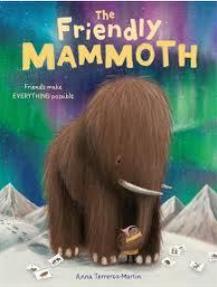
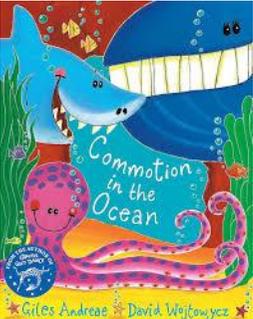
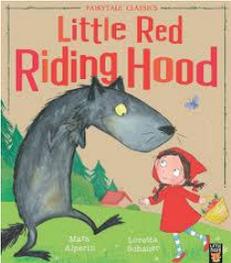




Curriculum Overview Year 1 2025-2026

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>History/ Geography</b>	<b>History: Significant British People</b>		<b>Geography: Local Place Study</b>		<b>History: Victorians</b>	
	<b>Big Question:</b> What significant changes in Britain have occurred throughout the life of Queen Elizabeth II?		<b>Big Question:</b> How can the school grounds be improved?  <b>Big Question:</b> How is life different in Kenya?		<b>Big Question:</b> How different were the lives of people in Britain during the era of the second longest reigning Queen?	
<b>English Key text</b>	<b>Meesha Makes Friends</b> by Tom Percival 	<b>Nibbles: The Book Monster</b> by Emma Yarlett 	<b>The Lion Inside</b> by Rachel Bright 	<b>Beegu</b> by Alexis Deacon 	<b>Somebody Swallowed Stanley</b> by Sarah Roberts 	<b>Goldilocks and Just the One Bear</b> by Leigh Hodgkinson 
<b>Reading Key Text</b>	<b>Talk Through Stories</b> (we will cover a range of texts)	<b>Talk Through Stories</b> (we will cover a range of texts)	<b>The Koala Who Could</b> by Rachel Bright 	<b>The Friendly Mammoth</b> by Anna Terreros-Martin 	<b>Commotion in the Ocean</b> by Giles Andreae 	<b>Little Red Riding Hood</b> by Mara Alperin 

Phonics	Year 1 Autumn 1		Year 1 Autumn 2		Year 1 Spring 1		Year 1 Spring 2		Year 1 Summer 1		Year 1 Summer 2	
	Phase 3/4 review + 4 Phase 5 GPCs		Phase 5 graphemes		Phase 5 graphemes		Phase 5 graphemes		Review Phase 5		Phase 5 graphemes	
	Week 1 review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear Week 2 air er /z/ s -es words with two or more digraphs e.g. queen thicker Week 3 Phase 4: CVCC CCVC CCVC CCVC Phase 4 with long vowels Week 4 <b>Phase 5</b> /ai/ ay play /ow/ ow cloud /oi/ oy toy /ee/ ee each Week 5 review longer words		Week 1 /ur/ ir bird /igh/ ie pie /ool/ lyool ue blue rescue /yool/ u unicorn Week 2 /oa/ o go /igh/ i tiger /ai/ a paper /eel/ e he Week 3 /ai/ a-e shake /igh/ i-e time /oa/ o-e home /ool/ lyool u-e rude cute Week 4 /eel/ e-e these /ool/ lyool ew chew new /eel/ ie shield /or/ aw claw Week 5 Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /eel/ e ie e-e ea /ool/ lyool ew u-e u ue	<b>Review tricky words</b> Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	<b>New tricky words</b> their people oh your Mr Mrs Ms ask* could would should our house mouse water want	Week 1 /eel/ y funny /el/ ea head /wl/ wh wheel /oa/ oe ou toe shoulder Week 2 /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone Week 3 /l/ le al apple metal /s/ c ice /v/ ve give Week 4 /ul/ o-e o ou some mother young /s/ se ce mouse fence /eel/ ey donkey Week 5 Grow the code: /ool/ u ew ue u-e ui oo fruit soup /eel/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	<b>New tricky words</b> any many again who whole where two school call different thought through friend work	Week 1 /ur/ or word /oo/ u out awful would /air/ are share /or/ au aur oor al author dinosaur floor w Week 2 /ch/ tch match /ch/ ture adventure /ar/ a half* /ar/ a father* Week 3 /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there Week 4 /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor Week 5 /c/ ch school /sh/ ch chef /z/ z se ze freeze	<b>New tricky words</b> once laugh because eye	Week 1 ay play a-e shake e each e he Week 2 ie pie i-e time o go o-e home Week 3 ue blue rescue ew chew new u-e rude cute aw claw Week 4 ea head ir bird ou cloud oy toy Week 5 i tiger a paper ow snow u unicorn Week 6 ph phone wh wheel ie shield g giant	Week 1 /ai/ eigh aigh ey ea eight straight grey break /m/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer Week 2 /sh/ su si treasure vision /j/ dge bridge /l/ y crystal /j/ ge large Week 3 /sh/ ti ssi si ci potion mission mansion delicious Week 4 /or/ augh our oor ore daughter pour oor more review Week 5 review	<b>New tricky words</b> busy beautiful pretty hour move improve parents shoe
<b>Maths Topics</b>	<ul style="list-style-type: none"> <li>Numbers to 10</li> <li>Addition and subtraction within 10</li> <li>Shape and patterns</li> <li>Numbers to 20</li> <li>Addition and subtraction within 20</li> </ul>		<ul style="list-style-type: none"> <li>Time</li> <li>Exploring calculation strategies within 20</li> <li>Numbers to 50</li> <li>Addition and subtraction within 20</li> <li>Fractions</li> <li>Measures: Length and mass</li> </ul>		<ul style="list-style-type: none"> <li>Numbers 50 to 100 and beyond</li> <li>Addition and subtraction</li> <li>Money</li> <li>Multiplication and division</li> <li>Measures: Capacity and volume</li> </ul>							
<b>Times Table Focus</b>	Count in 2s	Count in 2s	Count in 5s	Count in 5s	Count in 2s and 5s	Count in 2s and 5s	Count in 10s	Count in 10s	Count in 2s, 5s and 10s	Count in 2s, 5s and 10s	Count in 2s, 5s and 10s	RECAP 2s, 5s and 10s
<b>RE</b>	<b>God</b> What do Christians believe God is like? 	<b>Incarnation</b> Why does Christmas matter to Christians? 	<b>Gospel</b> What is the good news that Jesus brings? 	<b>Salvation</b> Why does Easter matter to Christians? 	Judaism Who is Jewish and what do they believe? 	Judaism Who is Jewish and what do they believe? 						

Science	<b>Everyday Materials</b> Big question: Which materials could make a waterproof shelter?		<b>Animals including Humans</b> Big question: What is an animal?		<b>Plant and consolidation</b> Big question: What are the features of a plant?	
	<b>Seasonal Changes</b> <i>(taught throughout the year)</i>					
PSHE	<b>Being me in my world</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
Music	<b>Introduction to music</b>	<b>Learning songs and performance skills</b>	<b>Percussion, rhythm</b>	<b>Composition</b>	<b>Composing using tech</b>	<b>Composition using graphic scores</b>
Art/ DT	<b>Spirals (Drawing)</b>  <b>Artists:</b> Molly Haslund	<b>Food Technology:</b> design, make and evaluate a healthy sandwich for a child in foundation stage to have during lunch time.	<b>Mechanisms:</b> design, make and evaluate a moving vehicle for a fictional character.		<b>Watercolours</b>  <b>Artists:</b> Paul Klee, Emma Burleigh	<b>Making Birds (Sculptures)</b>  <b>Artists:</b> Ernst Haekel, Hoang Tien Quyet and Dusciana Bravura
Computing	<b><u>Project Evolve:</u></b> Technology around us	<b><u>Project Evolve:</u></b> Online Reputation and Bullying.  <b><u>Creating media- Digital Painting</u></b>	<b><u>Project Evolve:</u></b> managing online information.  <b><u>Programming A – Moving a robot</u></b>	<b><u>Project Evolve:</u></b> health, well-being and lifestyle.  <b><u>Data and information – Grouping data</u></b>	<b><u>Project Evolve:</u></b> Privacy and Security.  <b><u>Creating media – Digital writing</u></b>	<b><u>Project Evolve:</u></b> Copyright and Ownership.  <b><u>Programming B – Introduction to animation</u></b>
PE	<b>Multi-Skills</b> (Throwing and Catching)	<b>Gymnastics</b> (Animals)	<b>Invasion Games</b> (At the Fair)	<b>Dance</b> (The Seasons)	<b>Multi-Skills</b> (Bat and Ball)	<b>Multi-Skills</b> (Running and Jumping)