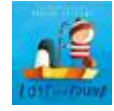




# Year 1 Curriculum Overview 2026-2027

## ASPIRATION - DIVERSITY - VOCABULARY - HEALTH AND WELL-BEING

Respect Responsibility Kindness Independence Self-belief Resilience

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 2                                                                                                                                                                                                                                                                                  | Spring 1                                                                                                                                                                                                                                                                                                                                                                                              | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 1 | Summer 2 |
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| <p><b>Title:</b><br/>What makes us human?</p> <p><b>Enquiry driver:</b> SCIENCE<br/><b>Enhancer:</b> Design technology and Art and design</p> <p>Transition unit<br/><b>The Colour Monster</b></p>  <p><b>The Bog Baby</b> - Jeanne Willis</p>  | <p><b>Title:</b><br/>How can I get around our town?</p> <p><b>Enquiry driver;</b> GEOGRAPHY<br/><b>Enhancers:</b> Design technology and computing</p> <p><b>The Naughty Bus</b> - Jan and Jerry Oke</p>  | <p><b>Title:</b><br/>Is it better to be hot and cold?</p> <p><b>Enquiry driver:</b> GEOGRAPHY<br/><b>Enhancers:</b> Art and design</p> <p><b>Lost and Found</b> - Oliver Jeffers</p>  <p><b>Meerkat Mail</b> Emily Gravett</p>  | <p><b>Title:</b><br/>How different was my grandparents' childhood to mine?</p> <p><b>Enquiry driver:</b> HISTORY<br/><b>Enhancers:</b> Design technology and Art and design</p> <p><b>Old Bear stories</b>- Jane Hissey</p>  <p><b>Dogger</b>- Shirley Hughes</p>  <p><b>Grandma Bird</b> - Benji Davies</p>  |          |          |
| <p><b>Experiences:</b><br/>Fruit Kebab<br/>*Online shop on Asda- Where does food come from?</p>                                                                                                                                                                                                                                                                                                                   | <p><b>Experiences:</b><br/>*Cool Cars Lego experience (DT/Science)<br/>Local area study - walk in the local area</p>                                                                                                                                                                      | <p><b>Experiences:</b><br/>*TRIP White Post Farm visit - meerkats</p>                                                                                                                                                                                                                                                                                                                                 | <p><b>Experiences:</b><br/>*Mansfield Museum- toys<br/>*Church visit<br/>*Bring your toy to school day and compare to older toys.<br/>*Artefacts related to the home - museum set up<br/>*Textiles Learning cafe</p>                                                                                                                                                                                                                                                                                                                                                   |          |          |
| <p><b>Significant people:</b><br/>*Florence Nightingale (Scientist)<br/>*Andy Warhol (Artist)<br/>*Picasso (Artist)</p>                                                                                                                                                                                                                                                                                           | <p><b>Significant people:</b><br/>*Amelia Earhart (History)<br/>*Kandinsky (Artist)</p>                                                                                                                                                                                                   | <p><b>Significant people:</b><br/>Explorers and adventurers<br/>*Ann Bancroft (Scientist)<br/>*Ernest Shackleton (Scientist/History)</p>                                                                                                                                                                                                                                                              | <p><b>Significant people:</b><br/>*Britto (Artist)<br/>*Matisse (Artist)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |          |          |
| <p><b>Author focus:</b><br/>Jeanne Willis</p>                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Author focus:</b><br/>Dapo Adeola</p>                                                                                                                                                                                                                                               | <p><b>Author focus:</b><br/>Emily Gravett</p>                                                                                                                                                                                                                                                                                                                                                         | <p><b>Author focus:</b><br/>Shirley Hughes<br/>Benji Davies</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |          |          |
| <p><b>English</b><br/>Setting description<br/>Character description (Sentence focus)<br/>PC- Gender, race, age<br/>BV- Tolerance, respect</p>                                                                                                                                                                                                                                                                     | <p><b>English</b><br/>Narrative - adventure<br/>Non-chronological report- Sutton-in-Ashfield</p>                                                                                                                                                                                          | <p><b>English</b><br/>Spring poems<br/>Narrative - retell<br/>Recount of trip<br/>Non-chronological report - penguins/meerkats<br/>Instructions - DT Frozen Berry Yoghurt</p>                                                                                                                                                                                                                         | <p><b>English</b><br/>Lost posters- Character description<br/>Narrative- Re-tell<br/>Letters- in role as Old Bear<br/>Narrative - Retell<br/>Letter</p>                                                                                                                                                                                                                                                                                                                                                                                                                |          |          |

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|  |                                                                                                                                                                                                                                       |                                                                                                                                                                 | PC- Age, gender, relationship<br>BV- Respect                                                                                                                                                                                                                                                                                                                                            |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                               |
|  | <b>Maths</b><br>Place Value within 10                                                                                                                                                                                                 | <b>Maths</b><br>Addition and Subtraction within 10<br>Shape<br>Place Value within 20<br><i>Real world maths- Counting/ comparing money for children in need</i> | <b>Maths</b><br>Addition and Subtraction within 20<br>Place Value within 50                                                                                                                                                                                                                                                                                                             | <b>Maths</b><br>Length and Height<br>Weight and Volume                                      | <div> <b>Maths</b><br/>Multiplication and Division<br/>Fractions<br/>Position and Direction </div> <div> <b>Maths</b><br/>Place Value within 100<br/>Money<br/>Time </div>                                                                                                                                                                                                    |
|  | <b>Outcomes</b><br>Self portraits in 3 different styles - displays                                                                                                                                                                    | <b>Outcomes</b><br>Geography - mapping out our route to school<br>Wacky races vehicle race and evaluation                                                       | <b>Outcomes</b><br>Recount of trip to Whitepost farm<br>Geography- hot and cold report                                                                                                                                                                                                                                                                                                  |                                                                                             | <b>Outcomes</b><br>Learning Cafe                                                                                                                                                                                                                                                                                                                                              |
|  | <b>Science:</b><br><u>ANIMALS INCLUDING HUMANS</u><br>Human body and senses<br>PC- Gender, Age<br>BV- Respect<br><br><i>Real world maths- measuring using non-standard measures, recording and comparing data to draw conclusions</i> | <b>Science:</b><br><u>SEASONAL CHANGES</u><br>Seasons - Autumn<br><i>Real World Maths- Reading a scale, comparing temperatures</i>                              | <b>Science:</b><br><u>SEASONAL CHANGES</u><br>Seasons - Winter<br>Compare Autumn and winter<br><i>Real World Maths- Reading a scale, comparing temperatures</i><br><br><u>ANIMALS INCLUDING HUMANS</u><br>Animal classification and animal structure - mammal, reptile, fish, amphibian, birds (including family pets)<br>Classification - wild animals, carnivore, herbivore, omnivore |                                                                                             | <b>Science:</b><br><u>SEASONAL CHANGES -</u><br>Spring<br>Compare Winter and Spring<br><i>Real World Maths- Reading a scale, comparing temperatures</i><br><br><u>EVERYDAY MATERIALS</u><br>Identify, name and compare a variety of materials and their properties.<br>Application of previous learning about materials to explore properties and their uses/ appropriateness |
|  | <b>History:</b>                                                                                                                                                                                                                       | <b>History:</b><br>Significant people- Florence Nightingale<br>PC- Gender                                                                                       | <b>History:</b>                                                                                                                                                                                                                                                                                                                                                                         | <b>History:</b><br>Significant people- Amelia Earhart<br>Ernest Shackleton and Ann Bancroft | <b>History:</b><br>My history- understanding generations and change.<br>Where families live/lived - how homes have changed over time (food)<br>Learning through stories - Peepo<br>What was my grandparents childhood like?<br>Toys<br>Games<br>School<br>How have homes changed?                                                                                             |
|  | <b>Geography</b><br>On-going all year:<br>HUMAN AND PHYSICAL GEOGRAPHY -Seasonal and daily weather patterns in the UK                                                                                                                 |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                               |
|  | <b>Geography:</b><br><u>GEOGRAPHICAL SKILLS AND FIELDWORK</u>                                                                                                                                                                         | <b>Geography:</b><br><u>HUMAN AND PHYSICAL GEOGRAPHY</u><br>Local area study - school locality, human features, physical features                               | <b>Geography:</b><br><u>HUMAN AND PHYSICAL GEOGRAPHY</u><br>Hot and cold places, weather and climates<br><br><u>GEOGRAPHICAL SKILLS AND FIELDWORK</u><br>Mapping skills, using atlases and globes                                                                                                                                                                                       |                                                                                             | <b>Geography:</b>                                                                                                                                                                                                                                                                                                                                                             |

|                                                                                                                                           |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                 |                                                                                                          |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                        |
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|                                                                                                                                           | Mapping skills- using symbols and keys to draw the school grounds.                                                                                                                                                         | <u>LOCATIONAL KNOWLEDGE</u><br>The United Kingdom, countries and seas<br><u>GEOGRAPHICAL SKILLS AND FIELDWORK</u><br>Mapping skills - local area, observations and field work to study local area (around the school grounds)<br><br>Real world maths- traffic count interpreting data | <u>LOCATIONAL KNOWLEDGE</u><br>The United Kingdom, countries and seas<br><u>ENVIRONMENTAL THEME</u> - looking after the environment<br><u>GEOGRAPHICAL SKILLS</u><br>Local area fieldwork                       |                                                                                                          |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                        |
| <b>Design technology</b><br>On-going all year through continuous provision                                                                |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                 |                                                                                                          |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                        |
|                                                                                                                                           | <b>Design technology:</b><br>COOKING AND NUTRITION-<br>Preparing fruit and vegetables -<br>-fruit kebab<br>Learning where food comes from<br>Real world maths- recognising half- cutting foods in half.                    | <b>Design technology:</b><br>MECHANISMS -vehicles;<br>wheels and axles<br>Cool Cars Lego experience                                                                                                                                                                                    | <b>Design technology:</b><br>COOKING AND NUTRITION - Preparing fruit and vegetables - Frozen berry yogurt<br>Real world maths- recognising half- cutting foods in half.<br>Following a recipe measuring amounts |                                                                                                          | <b>Design technology:</b><br>TEXTILES - templates and joining -finger/glove puppet<br>STRUCTURES - windmill linked to weather and seasons Spring (Kapow linked unit) | <b>Design technology:</b><br>COOKING AND NURTITION-<br>preparing fruit and vegetables - healthy muffins (to include a fruit or vegetable)<br>Focus - what to eat to keep healthy<br>Real world maths- recognising half- cutting foods in half.<br>Following a recipe measuring amounts |
| <b>Art and design</b><br>On-going all year through continuous provision<br>Colour mixing and drawing skills and knowledge taught all year |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                 |                                                                                                          |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                        |
|                                                                                                                                           | <b>Art and design:</b><br>Artist study: Andy Warhol and Picasso (portraits done in style of Andy Warhol and sculpture of faces in the style of Picasso in comparison to own self-portrait)<br><br>DRAWING<br><br>SCULPTURE | <b>Art and design:</b><br><br>DRAWING- vehicles<br><br>PRINTING - Kandinsky circles                                                                                                                                                                                                    | <b>Art and design:</b><br>How are animals represented in art?<br>DRAWING<br><br>PAINTING -colour mixing focus secondary colours and shades<br>Animal skins<br>Cold places colour mixing                         |                                                                                                          | <b>Art and design:</b>                                                                                                                                               | <b>Art and design:</b><br><br>COLLAGE Artist study: Matisse (Matisse's Garden)<br><br>SCULPTURE clay tile (flower/leaf press) and paint                                                                                                                                                |
|                                                                                                                                           | <b>Computing: Online Safety</b><br>Self image and identity (2)<br>Online Relationships (1)<br>PC- Gender, Age, Relationship, present yourself<br>BV-Respect, tolerance, rule of law                                        | <b>Computing: Online Safety</b><br>Online Relationships (3)<br>Online Bullying (1)<br>PC- Gender, Age, Relationship, present yourself<br>BV-Respect, tolerance, rule of law                                                                                                            | <b>Computing: Online Safety</b><br>Online Reputation (2)<br>Health, Well-being and Lifestyle (1)<br>PC- Gender, Age, Relationship, present yourself<br>BV-Respect, tolerance, rule of law                       | <b>Computing: Online Safety</b><br>Managing online information (3)<br>BV-Respect, tolerance, rule of law | <b>Computing: Online Safety</b><br>Privacy and Security (3)<br>BV-Respect, tolerance, rule of law                                                                    | <b>Computing: Online Safety</b><br>Copyright and ownership (4)<br>BV-Respect, tolerance, rule of law                                                                                                                                                                                   |
|                                                                                                                                           | <b>Computing:</b><br>Introduction to Purple Mash (3)<br>Creative computing (4)                                                                                                                                             | <b>Computing:</b><br>Creating and following instructions (3)<br>Coding (6)<br>*Cool cars experience                                                                                                                                                                                    | <b>Computing:</b><br>Animated stories (6)                                                                                                                                                                       | <b>Computing:</b><br>Data explorers (6)                                                                  | <b>Computing:</b><br>Technology Around Us (4)                                                                                                                        | <b>Computing:</b><br>Making Beats (4)                                                                                                                                                                                                                                                  |
| <b>Music:</b><br>Taught through the use of Kapow Music                                                                                    |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                 |                                                                                                          |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                        |

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|  | Discreet singing sessions weekly.<br>PC- Present yourself                                                                                                                 |                                                                                                                                                                       |                                                                                                                                                                 |                                                                                                                                    |                                                                                                                                                           |
|  | <b>Music:</b><br>My favourite things: Keeping the pulse                                                                                                                   | <b>Music:</b><br>Snail and mouse: Tempo                                                                                                                               | <b>Music:</b><br>Seaside: Dynamics                                                                                                                              | <b>Music:</b><br>Fairytale: Sound patterns                                                                                         | <b>Music:</b><br>Superheroes: Pitch                                                                                                                       |
|  | <b>P.E.</b><br>Indoor- Volleyball<br><br>Outdoor- Football<br>PC- Gender, disability<br>BV-Respect, tolerance                                                             | <b>P.E</b><br>Indoor- Dance<br><br>Fitness and Wellbeing<br><br>Outdoor- Inclusive sport<br>PC- Gender, disability<br>BV-Respect, tolerance                           | <b>P.E</b><br>Indoor- Gymnastics<br><br>Outdoor- Tag Ruby<br>PC- Gender, disability<br>BV-Respect, tolerance                                                    | <b>P.E</b><br>Indoor- Basketball<br><br>Outdoor- Hockey<br>PC- Gender, disability<br>BV-Respect, tolerance                         | <b>P.E</b><br>Indoor and outdoor - Circuits and athletics<br><br>PC- Gender, disability<br>BV-Respect, tolerance                                          |
|  | <b>R.E</b><br>Who celebrates what and why? (Chinese New Year, Christmas, Hannukah, Diwali)<br><br>PC- Religion, race, present yourself<br>BV- liberty, respect, tolerance | <b>R.E</b><br>Stories of Jesus: What can we learn from them?<br><br>Christmas<br><br>PC- Religion, race, present yourself<br>BV- liberty, respect, tolerance          |                                                                                                                                                                 | <b>R.E</b><br>Why does Easter matter to Christians?<br><br>PC- Religion, race, present yourself<br>BV- liberty, respect, tolerance | <b>R.E</b><br>In what ways are churches/synagogues important to believers?<br><br>PC- Religion, race, present yourself<br>BV- liberty, respect, tolerance |
|  | <b>PSHRE</b><br>My healthy self: How can we look after our emotions (7)<br>PC- present yourself<br>BV- respect, tolerance                                                 | <b>PSHRE</b><br>Connecting with others: How can I help myself and others feel happy and safe (6)<br><br>PC- present yourself, relationships<br>BV- respect, tolerance | <b>PSHRE</b><br>The online world: How do we spend time online? (6)<br><br>PC- Gender, Age, Relationship, present yourself<br>BV-Respect, tolerance, rule of law | <b>PSHRE</b><br>Citizenship: How can I help others and the environment? (6)<br><br>PC- relationships<br>BV- respect, tolerance     | <b>PSHRE</b><br>Health protection: How can I protect myself and others in daily life? (6)<br><br>PC- relationships<br>BV- respect, tolerance              |
|  |                                                                                                                                                                           |                                                                                                                                                                       |                                                                                                                                                                 |                                                                                                                                    | <b>PSHRE</b><br>Staying safe: How can I stay safe? (6)<br><br>PC- Gender, Age, Relationship, present yourself<br>BV-Respect, tolerance, rule of law       |