



# Year 1 Curriculum Plan 2026-2027



## Year 1

***A Curriculum that celebrates the Global Diversity of our school community***

|                     | Term 1                                                                                         | Term 2                                                                                         | Term 3                                         | Term 4                                                                  | Term 5                                                  | Term 6                                                                                                                  |
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| RE/STEAM key person | <b>Saint Monica of Hippo</b> - Saint Monica was known for her patience, gentleness and prayers | <b>Sir David Attenborough</b> - British broadcaster, biologist, natural historian, and writer. | <b>Ole Kirk Christiansen</b> – Founder of Lego | <b>Isambard Kingdom Brunel</b> – Railways and Bristol Suspension Bridge | <b>Michele Curtis</b> – Seven Saints of St Pauls murals | <b>Malala Yousafzai</b> - Pakistani female education activist and the 2014 Nobel Peace Prize laureate at the age of 17. |
| Topic question      | <b>What is it like where I live?</b><br>GEOGRAPHY                                              | <b>How have toys changed over time?</b>                                                        | <b>Who were the three Queens of England?</b>   | <b>What makes an animal?</b>                                            | <b>What is the weather like in the UK?</b><br>GEOGRAPHY | <b>Is there anyone else like me?</b><br>GEOGRAPHY                                                                       |



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| <b>Texts</b><br><b>Non-fiction</b><br><b>Fiction</b><br><b>Poetry</b>                | The Lonely Beast (Fiction)                                                                                                                                                          | Traction man – Mini Grey (Fiction)<br>Dogger – Shirley Hughes (Fiction)<br><br>Lost in the Toy Museum – David Lucas (Fiction)                                    | The Queen’s Hat –Steve Anthony (Fiction)                                                                                                     | What the ladybird heard! (Fiction- wordless picture book)<br><br>Squeak, Squawk, Roar! Amazing Animal poems (Poetry)                                                            | <b>Where the Wild Things Are</b> by Maurice Sendak                            | <b>Beegu</b> by Alexis Deacon<br><br>Children of the world – Nicola Edwards + Andrea Stegmaier (Non-Fiction) |
| <b>Writing opportunities</b><br><b>1x fiction and 1x non fiction focus each term</b> | <b>Descriptions –</b><br>Character Descriptions<br>The lonely Beast<br><br>Setting Descriptions – The Lonely Beast’s journey<br><br><b>Instructions</b><br>How to be a good friend? | <b>Character description</b><br>Lost toy poster<br><br><b>Narrative</b> story of a toy going missing<br><br><b>Instructions</b><br>Making Traction Man’s clothes | <b>Fact File</b><br>Fact file about a Queen<br><br><b>Narrative</b><br>Retelling a story<br><br><b>Invitation</b> to the palace garden party | <b>Poetry</b> Animal Poems<br><br><b>Fact File</b><br>Animal information Fact files<br><br><b>Recount</b> of my trip to the farm or <b>persuasive leaflet</b> to visit the farm | <b>Information Text</b><br>Weather reports                                    | <b>Letter Writing</b>                                                                                        |
| <b>SPAG</b>                                                                          | Ready to Write<br><br>Punctuating Sentences                                                                                                                                         | Word Classes<br><br>Capital Letters 1                                                                                                                            | Conjunctions<br><br>Exclamations                                                                                                             | Capital Letters 2                                                                                                                                                               | Questions<br><br>Singular/Plural<br><br>Prefixes                              | Suffixes<br><br>Sequencing Sentences                                                                         |
| <b>Maths</b>                                                                         | Place Value – Within 10                                                                                                                                                             | Addition and Subtraction within 10<br><br>Geometry – Shapes                                                                                                      | Place Value – Within 20<br>Addition and Subtraction within 20                                                                                | Place Value within 50<br>Length and Height<br>Mass and Volume                                                                                                                   | Multiplication and Division<br>Fractions<br>Geometry – Position and Direction | Place Value within 100<br>Measurement – Money<br>Time                                                        |
| <b>Trips</b>                                                                         | Local Walk                                                                                                                                                                          | Museum Loan Box                                                                                                                                                  | Palace garden party – parents invited in                                                                                                     | Farm Visit                                                                                                                                                                      |                                                                               |                                                                                                              |



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| Religious Education             | Branch 1 – Creation and Covenant                                                                                                                                                                                  | Branch 2 – Prophecy & Promise                                                                                                                                       | Branch 3 – Galilee to Jerusalem                                                                                                                                                                                                                                               | Branch 4 – Desert to Garden                                                                                                                                                                                                                                                                                                  | Branch 5 – Ends of the Earth                                                                                                                                                                                                                                                             | Branch 6 – Dialogue and Encounter                                                                                                                                                                                                                           |
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| <b>Catholic Social Teaching</b> | <p><b>Care for God's Creation</b></p> <p><b>Child friendly topic title: God's Creation!</b></p> <p>How do we look after people in our community?</p> <p>Suggested activity: Links with care home in community</p> | <p><b>Call to family, community and participation</b></p> <p>How can we support our Global community?</p> <p>Suggested activity: Links with Acholi CRED charity</p> | <p><b>Life and dignity of the human person</b></p> <p><b>Child friendly topic title: We all matter!</b></p> <p>Why does scripture ask us to love our neighbour as we love ourselves?</p> <p>Suggested activity: Debate afternoon: is someone more important than another?</p> | <p><b>Option for the poor and vulnerable</b></p> <p><b>Child friendly topic title: That's not fair!</b></p> <p>"Jesus looked at his disciples and said – Blessed are you who are poor, yours is the kingdom of heaven"</p> <p>Suggested activity: Explore scripture and link to impact of poor people during WW1 and WW2</p> | <p><b>Rights and responsibilities</b></p> <p><b>Child friendly topic title: I am responsible!</b></p> <p>Why does God want us to speak up for people who cannot speak up for themselves?</p> <p>Suggested activity: Children to create a class charter to explain the above question</p> | <p><b>The dignity of work and rights of workers/ solidarity</b></p> <p><b>Child friendly topic title: A powerful world!</b></p> <p>What can we do to ensure the rights of the worker is respected?</p> <p>Suggested activity: Fair Trade sale in school</p> |
| <b>Science</b>                  | Investigating science through stories                                                                                                                                                                             | Everyday materials                                                                                                                                                  | Plants – Introduction to plants                                                                                                                                                                                                                                               | Animals- Comparing Animals                                                                                                                                                                                                                                                                                                   | Seasonal changes                                                                                                                                                                                                                                                                         | Animals – Sensitive Bodies                                                                                                                                                                                                                                  |
| <b>History</b>                  |                                                                                                                                                                                                                   | <p><b>Toys</b></p> <p>Changes within living memory</p> <p>How have toys changed over time?</p>                                                                      | <p><b>Queens of England</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – Queen</p>                                          | N/A                                                                                                                                                                                                                                                                                                                          | N/A                                                                                                                                                                                                                                                                                      | N/A                                                                                                                                                                                                                                                         |



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|                         |                                                                                                                                                                                                                                                                                                                                                                  | <p>How have materials used to make toys changed over time?</p> <p>How has technology influenced the development of toys over time?</p> <p>What are the cultural influences on toy design and preferences over time?</p> <p>How does toys and play experiences compare to social changes?</p> <p>What is the environmental impact of toy production?</p> | <p>Elizabeth 1, Queen Elizabeth and Queen Victoria</p> <p>What is the role of a monarch?</p> <p>Who was Queen Elizabeth I and what was her reign like?</p> <p>What were the achievements of Queen Victoria?</p> <p>Who is Queen Elizabeth II and what has she achieved?</p> <p>How do the three queens compare to each other?</p> <p>What have we learnt about the three queens?</p> |     |                                                                                                                       |                                                                                                                                                                                                                                                                                                                              |
| <p><b>Geography</b></p> | <p><b>Human and Physical Geography</b></p> <p>I can use basic geographical vocabulary to refer to key physical and human features</p> <p>I can identify <i>seasonal</i> weather patterns in the UK.</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>I can use aerial photographs and plan perspectives to recognise basic human and physical features</p> | N/A                                                                                                                                                                                                                                                                                                                                                     | N/A                                                                                                                                                                                                                                                                                                                                                                                  | N/A | <p>Human and <b>Physical Geography</b></p> <p>I can Identify <i>daily</i> weather patterns in the United Kingdom.</p> | <p><b>Locational Knowledge</b></p> <p>I can name and locate the four countries and capital cities of the UK</p> <p><b>Geographical Skills and Fieldwork</b></p> <p>I can use world maps, atlases and globes to identify the UK and its countries.</p> <p>I can use world maps, atlases and globes to identify countries,</p> |



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|                  | I can devise a simple map and use and construct basic symbols in a key.<br>I can use simple fieldwork and observational skills to study the geography of our local area and its key human and physical features.                                                                                                                      |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                             |
| <b>PSHE</b>      | The online world: How do we spend time online?                                                                                                                                                                                                                                                                                        | Connecting with others: How can I help myself and others feel happy and safe?                                                                                                                                                                                      | My healthy self: How can we look after our emotions?                                                                                                                                                                                                                                                       | Citizenship: How can I help others and the environment?                                                                                                                                                                                       | RHE – Ten Ten Resources                                                                                                                                                                                                                               | RHE – Ten Ten Resources                                                                                                                                                                                                                                                                     |
| <b>Music</b>     | <b>Preludes Music</b> are an external organisation who provide passionate and creative music curriculum that covers the National Curriculum and is adapted to meet the needs of our learners and our curriculum each term. Children have the opportunity to experience a range of instruments, genres, musical knowledge and history. |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                             |
| <b>Computing</b> | <b>Computing systems and networks – Technology around us</b>                                                                                                                                                                                                                                                                          | <b>Creating media – digital painting</b>                                                                                                                                                                                                                           | <b>Programming – moving a robot</b>                                                                                                                                                                                                                                                                        | <b>Date and information – grouping data</b>                                                                                                                                                                                                   | <b>Creating media – digital writing</b>                                                                                                                                                                                                               | <b>Programming – Programming animations</b>                                                                                                                                                                                                                                                 |
| <b>PE</b>        | <b>Running and jumping</b><br>1: Running<br>2: Running in a game<br>3: Running at different speeds<br>4: Accelerating when running<br>5: Running as a team<br>6: Running in a competitive game<br>7: Jumping<br>8: Jumping far<br>9: Jumping high                                                                                     | <b>Health and wellbeing: the effects of exercise</b><br>1. Movement and exercise<br>2. Effect of exercise on our heartbeat<br>3. Effect of exercise on our breathing<br>4. Playing games to make our heart beat and breathing faster<br>5. Happy heart, happy mind | <b>Ball Skills: Sending, receiving and dribbling</b><br>1. Dribbling with hands<br>2. Dribbling and sending with hands<br>3. Moving with a ball using our feet<br>4. Develop moving with the ball using our feet<br>5. Dribbling with our feet in games<br>6. Kicking (passing)<br>7. Rolling and stopping | <b>Gymnastics – individual movements and balances</b><br>1. High movements<br>2. High jumping<br>3. low movements<br>4. Apparatus<br>5. High and low on apparatus<br>6. High, low, over and under<br>7. Wide movements<br>8. Narrow movements | <b>Outdoor adventurous activities, working with others.</b><br>1. Partner activities: taking turns<br>2. Partner activities: developing communication<br>3. partner activities: solving problems<br>4. Partner activities: playing against each other | <b>Athletics - Sports Day</b><br><b>Ball skills – pushing and striking</b><br>1. Pushing a ball with a racket/bat<br>2. Pushing a ball using a racket/bat with control<br>3. Pushing a ball with a racket/bat into space<br>4. Striking and pushing a ball with racket/bat towards a target |



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|                          | 10: Hopping and skipping<br>11: Hopping and skipping in games<br>12: Jumping in a game | 6. Playing together to make our heart beat and breathing faster.<br><br><b>Dance: my moves, my brilliant body</b><br>1. Actions<br>2. Space<br>3. Dynamics<br>4. Relationships<br>5. My Moves<br>6. My brilliant body – performing | 8. Rolling and stopping in games<br>9. Throwing underarm<br>10. Throwing and catching<br>11. Rolling and stopping skills<br>12. Throwing with accuracy | 9. Curled movements<br>10. Difference between wide, narrow and curled<br>11. Transitions between movements<br>12. Link two movements together | 5. Partner activities: scoring points<br>6. Partner activities: cooperating<br>7. Team activities: playing fairly<br>8. Team activities: communication<br>9. Team activities: solving problems<br>10. Team activities: Cooperating<br>11. Team activities: cooperating in a team game<br>12. Team activities: Decision making in a team | 5. Striking a ball using a racket/bat with power<br>6. Striking a ball using a racket/bat with accuracy |
| <b>Art</b>               |                                                                                        |                                                                                                                                                                                                                                    | Colour:<br>Colour mixing – create a palace in the style of Paul Clee<br><br>Artist: Paul Klee                                                          | Collage:<br>Collage of seasons<br><br>Artist: Renee Fly                                                                                       |                                                                                                                                                                                                                                                                                                                                         | Drawing:<br>Self portraits<br><br>Artist: Yayoi Kusama                                                  |
| <b>Design Technology</b> | Structure<br>Making Clifton Suspension Bridge                                          | Textiles<br>Create a stocking using simple sewing techniques                                                                                                                                                                       |                                                                                                                                                        |                                                                                                                                               | Cooking & Nutrition:<br>Design and make a healthy dip.<br>Real life designer study – Nadiya Hussein- chef/ baker.                                                                                                                                                                                                                       |                                                                                                         |
| <b>MFL</b>               | Songs and actions – introduction to MFL                                                |                                                                                                                                                                                                                                    | Colours and Numbers (Language Angels)                                                                                                                  |                                                                                                                                               | Greetings (Language Angels)                                                                                                                                                                                                                                                                                                             |                                                                                                         |



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