

Year 1

Curriculum Overview Map

	Autumn 1 Character	Autumn 2 Community	Spring 1 Cultural Roots	Spring 2 Curiosity	Summer 1 Courage	Summer 2 Communication
Core texts	<u>My Body, My Feelings</u> Core Texts: 1. Super Duper You! By Sophy Henn 2. Incredible You! By Rhys Brisenden 3. Monkey Puzzle by Julia Donaldson** 4. Ruby's worry 5. Lost in the Toy Museum: An Adventure by David Lucas	<u>Winter Wonderland</u> Core Texts: 1. I definitely don't like winter! By Fiona Barker** 2. The owl who was afraid of the dark by Jill Tomlinson 3. One snowy night by Nick Butterworth 4. The Christmas Pine by Julia Donaldson** 5. Animation - The Hare and the Bear	<u>Wild Animals from Around the World</u> Core Texts: 1. Arlo: The Lion Who Couldn't Sleep!** 2. Meerkat Mail 3. The Bowerbird by Julia Donaldson ** 4. This Moose belongs to me! By Oliver Jeffers 5. Penguin Huddle by Ross Montgomery**	<u>Mission to Space</u> Core Texts: 1. Little People Big Dreams – Neil Armstrong 2. Man on the Moon (a day in the life of Bob) by Simon Bartram 3. The Darkest Dark by Chris Hadfield** 4. Whatever Next by Jill Murphy** 5. The first Hippo on the Moon by David Walliams**	<u>Superheroes</u> Core Texts: 1. Supertato by Sue Hendra and Paul Linnet 2. A practical present for Phillipa Pheasant by Briony May Smith** 3. Little People Big Dreams – Florence Nightingale** 4. Superworm by Julia Donaldson** 5. Animation – Bananaman	<u>Mixed Up Fairytales</u> Core Texts: 1. Cindergorilla by Gareth P Jones 2. Little Red by Bethan Woolvin 3. Hansel & Gretel by Bethan Woolvin 4. Gingerbread man recipe - instructions 5. Jack and the Baked Beanstalk by Clin Stimpson**

						6. The Great Fairytale Disaster by David Conway**
Design & Technology / Art <u>Key Artists</u> Jean Debuffet Van Gough	Art - Drawing Artist: Jean Debuffet  Draw lines of different sizes and thicknesses Evidence of exploring Artist's work > skill practice > final piece examples 'in the style of Jean Debuffet' in Hub floorbook	DT – Creating a bird feeder – Explore existing products, design, make and evaluate	Art - Sculpture Rolling, folding, manipulating paper to create 3D effect paper landscapes.  	L1 - What shapes, lines, and colours can we see in Van Gogh's Starry Night? L2 - How can we mix primary colours to make new secondary colours? L3 - How can we use thick and thin brushes to create different effects? L4 - How can we use paint and other materials to add texture to our work? Art -Painting Artist: Van Gough 'Starry Night' 	DT – Mechanisms Push up superhero – Begin to use a slider mechanism	DT – Cooking & Nutrition End of year picnic- preparing a range of healthy snacks (focus on spreading, chopping softer food)

				Mix materials to create texture. Use thick and thin brushes Mix primary colours to make secondary colours Evidence of exploring Artist's work > skill practice > final piece examples 'in the style of Van Gough' in Hub floorbook		
Continuous Provision – Design and Technology / Art	Different media in the art area to explore lines Mark-Making Materials: - Black felt-tip pens, markers, fine-liners (different thicknesses) - Black ink with brushes or sticks - Oil pastels and crayons in black, red, blue, and white - Chalk markers and dry-wipe pens for whiteboards or black paper Surfaces: - White card and paper in various sizes - Black and red paper for high-contrast drawing - Cardboard offcuts (for more structured drawing surfaces)	Rolling, folding, curling, fringing, and layering paper to create 3D forms / Mixing primary colours and materials to create texture Paints & Materials: - Variety of paper types: tissue paper, cartridge, sugar paper, crepe paper, coloured card, newspaper - Pre-cut strips and squares for easier access - Recycled paper/card for structure building - Ready-mix paint in primary colours - White and black for tinting/shading - Mixing trays/palettes	Exploring how sliders move and using joining methods (e.g. split pins, card tracks, slots) / Exploring, designing, making, and evaluating a bird feeder Materials: - Card strips, paper, thick card for sturdiness - Pre-punched sliders, guides, and tabs - Paper fasteners (split pins), lolly sticks, tape ♻ Recycled plastic bottles, milk cartons, yoghurt pots - String, sticks, pipe cleaners - Lids, cups, egg cartons, mesh Tools: - Hole punches - Scissors - Rulers for marking and folding - Tape, glue, masking tape			

	• Pre-cut shapes (heads, bodies, abstract shapes) to embellish in Dubuffet style Inspiration Prompts: • Small printed examples of Dubuffet’s artwork • Step-by-step drawing prompts or “copy the style” strips • “Draw yourself in the style of Dubuffet” mirrors and templates • Texture rubbing sheets to mimic Dubuffet’s graphic style	• Modelling paste or flour/salt mixed into paint for texture • Scrap cardboard for palette knife-style texture painting Tools: • Scissors • Glue sticks and PVA with brushes • Masking tape, string, pipe cleaners • Staplers or paper clips for quick joining • Lollipop sticks or small boxes for adding structure/bases • Range of brush sizes (from very fine to wide, stubby brushes) • Sponges, toothbrushes, cotton buds for texture effects • Combs, forks, and sticks for mark-making (like Van Gogh’s swirls) Inspiration Prompts: • “Try Me” boards showing folding types (concertina, rolling, fan-fold, curling) • Examples of layered paper landscapes or abstract 3D paper art • High-quality prints of <i>Starry Night</i> • Van Gogh quotes or facts in child-friendly language	Inspiration Prompts: • Story books with moving parts (e.g., pop-up or slider books) • Superhero masks/capes for role play linked to final product • Diagrams of simple sliders for reference • Pictures or real examples of feeders • Bird ID guides or binoculars for observation • Book corner with bird-themed texts
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			• Labelled primary colours • Mixing charts/strips • Transparent plastic sheets for experimentation • “Make a new colour!” challenge cards	
History	<u>Construct and sequence the past</u> I can sort pictures of toys from oldest to newest. <u>Change and development</u> I can say how the toys our grandparents played with are similar or different to the toys we play with. <u>Cause and Effect</u> I can begin to think of reasons why toys might have changed over time. <u>Significance and interpretation</u> I can begin to explain why it is		L1 - Who was Neil Armstrong and why is he remembered? <i>(Explore the life of Neil Armstrong and his role in the Apollo 11 mission.)</i> L2 - What happened when people landed on the Moon? <i>(Look at the events of the first moon landing in 1969 — who went, what they did, and what it meant.)</i> L3 - How was life different in 1969 when the Moon landing happened? <i>(Compare homes,</i>	<u>Construct and sequence the past</u> I can order events of the lives of real-life superheroes. (Marie Curie / Florence Nightingale / Mother Theresa/Mary Seacole) <u>Change and development</u> I can say how methods of nursing and healthcare are similar or different to now. <u>Cause and Effect</u> I can begin to think of reasons why health care might have changed over time. <u>Significance and interpretation</u> I can say why the lives of these real-life

	important that toys have changed. <u>Plan and carry out an enquiry</u> I can ask a question about a toy from the past. <u>Use sources as evidence</u> I can ask my grandparent a question about their old toys.			<i>technology, and space travel then and now.)</i> L4 - Why is the Moon landing still important today? <i>(Understand how it changed space exploration and why people still talk about it today.)</i> <u>Construct and sequence the past</u> I can order the events of the first moon landing on a timeline. <u>Change and development</u> I can say how pictures of space technology are similar or different to space technology now. <u>Cause and Effect</u> I can begin to think of reasons why it is easier to land on the moon	superheroes is important. <u>Plan and carry out an enquiry</u> I can ask questions about the lives of real life superheroes. <u>Use sources as evidence</u> I can read stories about the lives of real-life superheroes.	
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				now compared to in the past. <u>Significance and interpretation</u> I can say why it is important that rockets and aeroplanes were invented. <u>Plan and carry out an enquiry</u> I can ask questions about the first moon landing <u>Use sources as evidence</u> I can look at old newspapers and pictures showing the first moon landing.		
Geography		Global Goal 13: Climate Action What is winter like around the world? Name four seasons and talk about the different types of weather. Keep a weather chart.	Label four countries and cities on a large map of the UK. Map reading: The location of hot and cold areas of the world in relation to the Equator and the North and South Poles Which Countries are hot and which countries are cold?			Who do we share our Green Space with? Make observations of the local area and create a simple map (greenspace) Name key parts of our local area

Continuous Provision – History / Geography	Resources: -Sorting hoops, timelines, or pegs for sequencing activities -Labels: “Oldest,” “Newest,” “Modern,” “Past,” “My grandparents’ time” Compare and Contrast Game: Match old toys to their modern versions (e.g., spinning top vs. fidget spinner) Sources to Explore: - Sets of printed pictures of toys from different eras (Victorian, 1950s, 1980s, today)	Resources: -Daily weather chart (symbols for sun, rain, wind, cloud, snow) -Weather diary sheets with drawing/writing space -Weather symbols cards or magnetic board -Thermometer and rain gauge (real or toy versions) - Globe or large world map with pins for key countries - Photographs or postcards showing winter scenes in different countries (e.g., snowy Canada, sunny Australia) -Books about seasons around the world	Resources: -Large floor map of the UK with clear country and city boundaries -Pin flags or sticky labels -UK map puzzles (magnetic or foam) -Globe and world maps (including labelled and unlabelled versions) -Continent mats or sorting maps - Sorting cards with animals, clothing, landmarks from hot and cold countries (e.g., camel, penguin, sandals, coat, desert, glacier)	Resources: -Timeline cards showing key events of the first moon landing (e.g., launch, orbit, moonwalk, return to Earth) -Photos of astronauts, the rocket, moon buggy, and Earth from space -Picture cards showing past and present rockets, space suits, control rooms, and moon rovers -Sorting hoops: <i>Then / Now / Both</i> -Small world rockets and space vehicles - Historical photos of Neil Armstrong, the moon surface, and mission control	Resources: -Large timeline strips and event cards for Marie Curie, Florence Nightingale, Mary Seacole, Mother Teresa -Portraits and short fact cards -Role play corner as a historical hospital (Victorian bedsheets, bandages, clipboards, candle lanterns) Costumes: nurse hats, aprons, name tags (Florence, Mary, etc.) Simple props: old-style medical kits, medicine bottles, and herbs <i>-Little People, Big Dreams</i> series (Florence Nightingale, Marie Curie, Mother Teresa)	Resources: -Large paper sheets for collaborative map-making -Mini whiteboards and map symbols -Picture cards of local landmarks (school, park, pond, trees, roads) -Small world people, animals, vehicles, natural elements (logs, leaves, twigs) -Green play mat or felt for grass and roads -Aerial photos or simple printed satellite image of the green space - Binoculars (play or real), magnifying glasses

	-Non-fiction books about toys -Real or replica old toys (wooden train, spinning top, cup-and-ball) -QR codes or iPads to access videos of toys from different eras -Old toys from Dorman Museum	- Clothing props from hot and cold climates (e.g., hat/gloves, sun hat/sunglasses)	- Illustrated map showing the Equator, North Pole, South Pole -Colouring sheets of UK and world maps	-Magnifying glasses and clipboards -Speech bubble templates and “I notice...” recording sheets	-Photos of real-life superheroes in the community	-Clipboards and observation checklists -Nature spotting cards (birds, bugs, trees, plants) -Local photos for reference
Science	Snap Science ‘Human Body & Senses’ – Module 2 1.Is everyone’s body the same? 2. How can we explore the world using our sense of touch? 3. What can we hear? 4. What smells do we like and dislike?	Snap Science ‘Seasons’ – Module 1 3. Which animals share our space? 4.Do all trees shed their leaves? 5.Are all flowers the same? 5.Which birds visit our bird feeders? 6.How has our space changed over the year?	Snap Science ‘Animals (Vertebrates)’ – Module 5 1.Who’s who in the animal world? 2. What's so special about birds? 3. What makes an amphibian an amphibian? 4. Do fish have fingers? 5.Are humans mammals?	Animals including humans 1. Whose food is this? 2. Who is on the menu today? 3. Which animals live in our homes with us? Seasons – Module 1 1.How has our space changed over the year?	Snap Science ‘Identifying Plants and their Parts’ – Module 6 1.What wild and garden plants can we find around our school? (<i>Potential flower hunt in outdoor time</i>) 2.What parts of a plant grow above the ground? 3.What part of a plant grows under the ground? 4.Why are trees plants?	Snap Science ‘Naming & Describing Materials’ – Module 3 1. What material is this? Part 1 and 2 2. Is all paper the same? 3. Is all fabric the same? 4. How can we group objects made of different materials?

	5.What differences can our tongues taste? Seasons – Module 1 1.Are all leaves the same? 6.How has our space changed over the year? Go outside... What can you see? What's the weather like? What animals can you see? Take a photo by a tree to compare throughout the year.				5.What are the similarities and differences between plants that have flowers?	‘Properties and Uses of Materials’ – Module 4 1.Can the same object be made from different materials? 2. What properties do materials have? 3.Does it bend or stretch? 4.Do all materials get wet?
Continuous Provision – Indoor/ Outdoor Science	<i>Touch Table:</i> Mystery feely bags with soft, rough, spiky, smooth textures	<i>Nature Table:</i> Rotating seasonal collections (leaves, twigs, seeds, flowers)	<i>Animal Classification Area:</i> Sorting animal figurines into groups (e.g., mammals, reptiles, birds)	<i>Pet Corner:</i> Sorting pets and wild animals, vet role play <i>Food Web Wall:</i>	<i>Plant Investigation Table:</i> Soil, root vegetables, bulbs, and sprouting seeds	<i>Material Mystery Boxes:</i> Touch and guess what it's made of <i>Material Hunt:</i> Indoors/outdoors

	Smell Station: Lidded pots with scents (lemon, lavender, vinegar, coffee) Listening Area: Sound buttons, tubes, nature audio, musical instruments Taste Station (Adult-led): Safe food samples for salty, sweet, sour, bitter Body Diversity Dolls & Mirrors: Explore physical differences, similarities Seasonal Tree Photo Display: Photos from same outdoor spot each term	Leaf Sorting Trays: Classify by shape, size, colour Birdwatching Station: Binoculars, feather ID, bird ID sheets, sketching Tree Tracker Wall: Tree drawings/photos updated across the seasons Animal Spotting Logs: Clipboards for drawing animals seen in the outdoor area Loose Parts Map Making: Build the outdoor area/green space using natural materials	X-ray Lightbox Table: Human and animal skeletons for comparison Habitat Dioramas: Small world trays for woodland, pond, desert, ocean Label It Station: Label animal body parts (beak, scales, fins, fur) Venn Diagrams & Sorting Circles: Group animals based on features Sensory Trays: Explore features—feathers, fur, scales, skin	Match animals to foods using strings or arrows Animal Meal Plates: Create meals for herbivores, carnivores, omnivores Bird Table Observation: Watch which birds visit different feeders Pet Care Role Play: Toys, pet food boxes, animal care posters	Flower Hunt Bingo: Laminated tick sheets and magnifying glasses Parts of a Plant Puzzle: 3D models and diagrams to label Tree Trunk Rubbings: Texture and bark comparison station Sensory Herb Garden: Potted herbs for smell, taste, and texture Flower Sorting Station: By colour, petal shape, size	photo cards and checklist Fabric & Paper Compare Table: Tearing, folding, wet test, texture Object Matching: Sort objects by what they're made of (wood, plastic, metal) Properties Wall: Magnetic/non-magnetic, waterproof/not, hard/soft tests Recyclables Building Area: Use paper, card, plastic to build and compare strength
Computing	Digital Agency Through provision: • Open an App • Can find and use an app requested by an adult		Coding Beebots Program Beebot to move forwards, backwards, left and right		Digital Agency Through provision: • Open an App • Can find and use an app requested by an adult • Close an App	

	• Close an App • Can take a photo • Can find a photo in the gallery App • Can open a new document in Pages/Word • Can type a sentence using a keyboard (computer and iPad) and understand the use of some function keys (space bar, enter, cap locks/shift keys, arrow keys, backspace) • Can create a piece of art ○ Paint on the computer using a mouse • Can open an instrument of choice and 'play' some music in Garageband.		Scratch Junior Program a Sprite to make simple movements		• Can take a photo • Can find a photo in the gallery App • Can open a new document in Pages/Word • Can type a sentence using a keyboard (computer and iPad) and understand the use of some function keys (space bar, enter, cap locks/shift keys, arrow keys, backspace) • Can create a piece of art ○ Paint on the computer using a mouse • Can open an instrument of choice and 'play' some music in Garageband.	
	Project Evolve – Copyright & ownership, Managing Online Information	Project Evolve – Online Bullying & Online Relationships	Project Evolve – Privacy and Security Beebot – Coding a simple route.	Project Evolve – Self Image and Identity	Project Evolve – Online Reputation Scratch Junior – Block Coding (iPads)	Project Evolve – Health, Wellbeing and Lifestyle
Continuous Provision – Computing	Chn to access PC in provision using username and password – key board skills Chn to access paint program to practice mouse skills and selecting different items. Scan QR codes to take a photo and upload to SeeSaw.		Beebots – enhancement in provision Beebot App iPads – Scratch (Spring 2).			

Music	Pulse and rhythm	Musical vocabulary	Classical music: dynamic and tempo	Timbre and rhythmic patterns	Pitch and tempo	Vocal and body sound
RE	What do Christians believe God is like? What is a parable? What do Christians learn from parables? What does it mean to be loving and forgiving? What is worship?	Why does Christmas matter to Christians? Who is Jesus? What happened in the story of the birth of Jesus? Was Jesus born where people would have expected? Why is waiting and preparing for Christmas important to Christians? What do people say thank you for at Christmas? How do people use the story of the nativity to guide them at Christmas?	Who is a Muslim and how do they live? What do Muslims think about God? What do some of the 99 beautiful names for God mean? Learning about the five pillars. Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims do because they love to treat the Quran with respect?	What does it mean to belong to a faith community? Do we all belong to something? How do Christians and Muslims show they belong? How do Jewish people show they belong? How do Muslims and Christians welcome a new baby? How do people show they belong to each other?	What makes some places sacred to believers? What makes some places special to believers? Which place is special for Christians? Which place of worship is special for Jewish people? What happens during worship at a church and synagogue? Which place of worship is sacred for Muslims? How are places of worship similar and different?	
PSHE (PPA Team)	All about me. What makes you, you? Can we be friends? What makes you special?	What does togetherness mean? What is remembrance? Are we all the same? What is a bully? How can we deal with bullying?	How do we keep clean? What is peer pressure? Why is it important to relax? Digital resilience	Who is the NSPCC? What is a safe relationship? How can we keep ourselves safe? Who can I talk to?	Growing up Life cycles Why is my body changing? Why are boys and girls different? Is it fun or is it fear?	What have you achieved? How have you succeeded this year? What challenges have you come across? Is money important?

	What makes you smile? How do you feel? How do we keep each other safe in school? What is love? What is trust?	What makes a new friend? Why do we exercise?	How can we keep ourselves safe online? Alcohol and drugs What is peer pressure?	What makes me unique?		Jobs and careers What are your dreams and goals for next year?
Hooks, Experience s and Visits	Preston Park Toy Workshop Toys from the past resource box for the Dorman Museum	Library Visit Newport community hub library			Real life superhero visit – RNLI, Nurse, Dentist, Dogs Trust, Police, Fire Brigade, etc.	
Parental Engagement Opportunities	Y1 Expectations Parent Meeting Parent's Evening	Numbots – Maths Parent Workshop KS1 Xmas Performance	Phonics Parent Meeting Parents Evening	PSC Parent Meeting	Parent Picnic	KS1 Sports Day

Deliberate gaps are incorporated within the curriculum to provide flexibility and allow teachers to respond to ongoing assessment for learning (AfL), ensuring that teaching is adaptive and meets pupils' emerging needs.