St. Peter's CE Primary and Nursery School
Year 1 Curriculum Overview 2025/2026

<table>
<tr><th>Term</th><th colspan="3">Autumn</th><th colspan="3">Spring</th><th colspan="3">Summer</th></tr>
<tr><td rowspan="4">English</td><td colspan="3">Key Texts</td><td colspan="3">Key Texts</td><td colspan="3">Key Texts</td></tr>
<tr><td>Autumn 1
5 weeks</td><td>Autumn 1
3 weeks</td><td>Autumn 2
7 weeks</td><td>Spring 1
4 weeks</td><td>Spring 1
2 weeks</td><td>Spring 2
5 weeks</td><td>Summer 1
6 weeks</td><td>Summer 2
5 weeks</td><td>Summer 2
2 weeks</td></tr>
<tr><td>Fiction
Adventure story
-Lost and Found</td><td>Poetry
Action rhyme and list poem
-Sea Songs</td><td>Non-fiction
Recount - Diary entry
-Nibbles</td><td>Fiction
Journey story
-The Lion Inside</td><td>Poetry
Using the senses
-If I had a Beak</td><td>Fiction
Adventure Story
-The Curious Case of the Missing Mammoth</td><td>Fiction
Fantasy story
-Toys in Space
*Schools of Sanctuary – see below</td><td>Non-fiction
Fact-files
-Somebody Swallowed Stanley</td><td>Poetry
Using the senses
-Fruit Salad</td></tr>
<tr><td colspan="3">Spoken language
Listen and respond
Ask relevant questions
Build vocabulary
Participate in discussions, presentations, performances, role play, improvisations and debates
Reading comprehension
Become familiar with key stories, fairy stories and traditional tales
Retell stories and consider their particular characteristics
Discuss words meanings, lining new meanings to those already known
Discuss the significance of the title and events
Make inferences on the basis of what is being said and done
Predict what might happen on the basis of what has been read so far
Participate in discussion about what has been read to them
Writing Composition
Compose a sentence orally before writing it
Sequence sentences to form short narratives
Re-read what they have written to check that it makes sense
Discuss what they have written with the teacher or other pupils
Read aloud their writing clearly enough to be heard by their peers and the teacher</td><td colspan="3">Spoken language
Ask relevant questions
Build vocabulary
Articulate and justify answer
Give well-structured descriptions, explanations and narratives
Use spoken language: speculating, hypothesising, imagining and exploring ideas
Participate in discussions, presentations, performances, role play, improvisations and debates
Reading comprehension
Link what is read or heard to own experiences
Retell stories and consider their particular characteristics
Learn to appreciate rhymes and poems
Recite some rhymes and poems by heart
Check that the text makes sense
Discuss word meanings, linking new meanings to those already known
Draw on what they already know
Discuss the significance of the title and events
Make inferences on the basis of what is being said and done
Predict what might happen on the basis of what has been read so far
Participate in discussion about what has been read to them
Explain clearly understanding of what is read to them
Writing composition
Say out loud what is going to be written about
Compose a sentence orally before writing it
Sequence sentences to form short narratives</td><td colspan="3">Spoken language
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Say out loud what is going to be written about
Sequence sentences to form short narratives
Re-read what they have written and check that it makes sense
Discuss what has been written with the teacher or other pupils
Read writing aloud clearly enough to be heard by peers and the teacher
Spell words containing phonemes already taught
Spell common exception words</td></tr>
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Maths	**Number** Place value (within 10) Addition and subtraction (within 10) **Geometry** Shape	**Number** Place value (within 20) Addition and subtraction (within 20) Place value (within 50) **Measurement** Length and height Mass and volume	**Number** Multiplication and division Fractions Place value (within 100) **Geometry** Position and direction **Measurement** Money Time
Science	**Animals including Humans** Naming, identifying and grouping a variety of common animals; fish, amphibians, reptiles, birds and mammals. Identify and name common animals that are carnivores, herbivores and omnivores. Describe and compare lots of common animals, including pets by how they look and how they move. Identify, name, draw and label basic parts of a human body and say which part of the body is associated with each sense. ***Working Scientifically:*** *I can use secondary sources to find things out. I can ask simple questions about things I have explored. I can identify things and jobs that use science. I can identify people that use science to help us. I can use science words to talk about and describe my observations. I can use my record to help sort and identify things.*	**Everyday Materials** Understand the difference between an object and the material from which it is made. Identify and name lots of everyday materials, including wood, plastic, glass, metal, water, rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. ***Working Scientifically****: I can use my senses to make close observations to sort and to match. I can carry out simple tests with help. I have an idea what might happen. I can make suggestions on how to answer a question. I can accept that I could do things differently. I can compare my results with others. I can say what I found difficult. I can use science words to talk about and describe my observations. I can compare. I can carry out simple comparative tests, with help.*	**Plants** Identify and name a variety of common plants including garden plants, wild plants and trees and those classified as deciduous and evergreen. Describe the basic structure of a variety of common plants including, roots, stem, leaves and flowers. ***Working Scientifically:*** *I can use things to measure. With help I can use my observations to answer questions to identify how things have changed. I can use science words to talk about and describe my observations. I can use evidence to answer questions. I can complete simple two column tables and record what I observe.*

	Seasonal changes Observe changes across the four seasons. Observe and describe the weather within the seasons and how the length of the days change. ***Working Scientifically:*** *I can identify hazards, with help, and do what we suggest, to learn safely. I am curious and interested. I can share my ideas and listen to the ideas of others. I can use science words to talk about and describe my observations.*		
History		**Changes within living memory** *How is technology different today than when your parents, grandparents and great-grandparents were little?* ***Historical Enquiry:*** I can draw, talk and write to show my learning. I can use different sources to learn new information – pictures, objects and stories. I can use evidence to support an answer.	**Lives of significant people** *Why should we remember Christopher Columbus and Neil Armstrong?* Christopher Columbus, Neil Armstrong, Amelia Earhart, Ibn Battuta ***Historical Enquiry:*** I can use different sources to learn new information – pictures, objects and stories. I can talk about some different ways that the past is recorded. I can use evidence to support an answer.

Geography	**Hot and Cold Places** Identify seasonal / daily weather patterns in the UK (Autumn Walk) Hot and cold areas of the world – equator, north pole, south pole. Geographical Skills: Location of hot and cold areas of the world. Name the world's seven continents and five oceans. Use globes and atlases. What is happening to the Polar Ice Caps?	**Where do I go to school? What is London like?** Place/Location Knowledge: Use basic geographical vocabulary to refer to key physical and human features of our school and its grounds and of the surrounding environment – river, train station. (P: forest, river, season and weather H: town, village, house, office, shop) Our walk around our school (Use simple fieldwork and observational skills to study the geography). Name our country (England) and capital city (London). Geographical skills: Use locational and directional language *(for example, near and far, left and right)* to describe the location of features and routes on a map. Use photographs to recognise landmarks and basic human and physical features. Devise simple picture maps. Use Google Maps to explore physical and human features of capital cities and nearby villages to Wem. Identify seasonal / daily weather patterns in the UK (Winter Walk)	Identify seasonal / daily weather patterns in the UK (Spring/Summer Walk)
Art	**Sculpture and Form** Making regular patterns on surfaces using a collection of natural objects. **Colour and Painting** Recognising warm and cold colours. Mixing Primary and secondary colours. (Kandinsky)	**Colour and Painting** Daffodils artwork. Observation drawing, experiment with thick/thin paintbrushes Paint/pastel combination – Daffodils (David Hockney).	**Drawing and Mark-Making** Autumn sketching using 2B HB 4B to create different lines (Henri Matisse) **Pattern, Printing and Textiles** Rubbings from different surfaces. Tearing, cutting and layering paper.
D&T	**Mechanisms** (Designing and creating a moving picture) Own experience to generate ideas. Suggest ideas to make. Identify target group. Make prototypes. Develop design ideas. Make their design using the design criteria. Measure, mark, cut and shape. Use tools safely. Assemble. Evaluate strengths and possible changes they might make.		**Healthy Eating** (Designing and creating a smoothie/salad) Own experience to generate ideas. Suggest ideas to make. Identify target group. Evaluate existing products. Taste fruit and vegetables. Develop design ideas. Create designs according to design criteria. Chop, grate, slice, blend. Use tools safely. Assemble. Evaluate strengths and possible changes they might make.

P.E	**Daily Challenge - 15 minutes on track** **Circle Games** **Games (Invasion)** Sometimes stop a ball using feet. Send a ball in the direction of another person by kicking. Work with a partner to pass and receive a ball. Copy my teacher during a warm up. **Gymnastics** Choose and link basic actions. Move in different directions and use space appropriately. Copy and explore basic actions with some control and co-ordination. Safely perform teacher-led warm ups. **Dance** Copy and explore basic body patterns and movements. Remember simple dance steps. Safely perform teacher-led warm ups. Choose actions and link them with sounds and music. Describe and discuss others work.	**Daily Challenge - 15 minutes on track** **Gymnastics** Choose and link basic actions. Move in different directions and use space appropriately. Copy and explore basic actions with some control and co-ordination. Safely perform teacher-led warm ups. **Games (Invasion)** Sometimes stop a ball using a stick. Send a ball in the direction of another person by pushing with a stick. Work with a partner to pass and receive a ball. Copy my teacher during a warm up. **Orienteering** Explore different places and recognise simple features on a map. Follow simple routes and trails to complete a course. Complete a problem-solving task with a partner.	**Daily Challenge - 15 minutes on track** **Athletics** Run at different speeds, lengths and directions. Standing start for jump for distance and height. Footwork patterns. Throw a variety of objects – one hand, different ways. Importance of warm-up. Changes to body during exercise. **Fitness/ball skills** Stop and send a variety of objects. Copy basic actions with control. **Net/ball games** Sometimes stop a ball using a stick. Catch a ball using two hands. Send a ball in the direction of another person by striking or throwing. Work with a partner to pass and receive a ball. Follow the basic rules of a game.
Character Education	**Being Me in My World (BM)** To help others to feel welcome. To make our school community a better place. To think about everyone's right to learn. To know how to care about other people's feelings. To work well with others. To know how to follow the learning charter. Learning Behaviour – Readiness **Celebrating Difference (CD)** To accept that everyone is different. To include others when working and playing. To know how to help if someone is being bullied. To know how to solve problems with my peers. To always use kind words. To know how to give and receive compliments. Learning Behaviour – Respect Anti-Bullying Week	**Dreams & Goals (DG)** To stay motivated when doing something challenging. To keep trying when it is difficult. To work well with a partner or in a group. To have a positive attitude. To help others to achieve their goals. To celebrate achieving our own dreams and goals. Learning Behaviour - Resilience **Healthy Me (HM)** To have made a healthy choice. To understand what a healthy, balanced diet is. To have been physically active. To know how to keep ourselves and others safe at home. To know how to stay safe when out and about. To know how to keep calm and deal with difficult situations. To know the importance of staying healthy. Learning Behaviour – Resourcefulness	**Relationships (RL)** To know how to make friends. To try and solve friendship problems when they occur. To help others feel part of a group. To identify the people who help us. To know how to help myself and others. To know and show what makes a good relationship. Learning Behaviour - Reflectivity **Changing Me (CM) -** RSE To begin to understand the life cycles of humans and animals. To be able to express how I feel when change happens. To understand and respect the changes that we see in ourselves. To understand and respect the changes that we see in other people. To understand that as we grow we learn to do more things. To understand the different types of changes. Learning Behaviour - Reasoning

R.E	**Creation – Who made the world?** God created the universe. The Earth and everything in it are important to God. Humans should care for the world because it belongs to God. *Skills: Identify what they find interesting and puzzling in life. Identify what is of value and concern to themselves.* **Diwali Day, Remembrance Day** **Incarnation – Why does Christmas matter to Christians?** Christians believe that Jesus is God and that he was born as a baby in Bethlehem. Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus's coming. *Skills: Recount outlines of some religious stories.*	**God – What do Christians believe God is like?** Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. *Skills: Recall features of religious, spiritual and moral stories.* **Shrove Tuesday** **Salvation – Why does Easter matter to Christians?** Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus rose from the dead, giving people hope of a new life. *Skills: Recognise and name features of religions and beliefs. Recognise features of religious life and practice.*	**Gospel – What is the good news that Jesus brings?** Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. *Skills: Identify aspects of own experience and feelings.*  **Hinduism – What do Hindus believe?** Introduction to the faith. Hinduism is the name of the religion. Hindus are people who follow that faith. Where do Hindus worship? Identify the main Hindu deities. Learn about Diwali celebrations. *Skills: Recognise symbols and other forms of religious expression.*
Computing		**Creating media –** Digital painting Children will explore the world of digital art and its exciting range of creative tools. Empower them to create their own paintings, while getting inspiration from a range of other artists. Ask them to consider their preferences when painting with, and without, the use of digital devices.	**Project Evolve** – E-safety **Computing systems and networks** – Technology around us Children will develop an understanding of technology and how it can help them. They will become more familiar with the different components of a computer and also start to consider how to use technology responsibly.
Music	**Sing Up unit** **Performing** Perform musical piece to an audience. Evaluate the performance.	**Music with Mrs Hawke** Percussion instruments **Listening and Appraising** Style indicators, pulse, musical language, feelings. **Improvising** Explore and create sounds with voices and body percussion. **Singing** Sing in unison and in two parts	**Sing Up unit** **Playing Instruments** Notes C and D. Play accurately in time with the music.
MFL	N/A	N/A	N/A
Dream, Believe, Achieve		Church Visit	Farm visit – Home Farm, Attingham Jobs linked to science – animals, people (vets, doctors, nurses, dentists)
	Autumn Walks Forest School	Walk around Wem Winter Walks Forest School	Summer walks Forest School