



CURRICULUM OVERVIEW – YEAR 1

Year 1	Autumn		Spring		Summer	
	A Trip Down Memory Lane		Beyond my Window		Journeys	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	We will use RWI to teach phonics and handwriting. In English, we'll continue with Drawing Club, familiar from Reception. Children will practise writing sentences with capital letters and full stops, and begin developing character and setting descriptions. We'll also explore new vocabulary to enrich their writing. During Adventure Time, children can express ideas creatively through drawings and codes. Books we may explore this term include: • <i>Zog</i> by Julia Donaldson • <i>The Very Busy Spider</i> by Eric Carle • <i>Stanley's Stick</i> by Neal Layton & John Hegley • <i>That Rabbit Belongs to Emily Brown</i> by Cressida Cowell & Neal Layton In Term 2, we'll start <i>Curious Quests</i>, building on Drawing Club. This approach blends short carpet sessions, group tasks, and open-ended exploration (e.g., junk modelling, role play, outdoor play). Through fun quests and key characters, children will enjoy learning SPAG (Spelling, Punctuation, and Grammar) while applying phonics. Books for this term may include: • <i>Goldilocks and the Three Bears</i> by Lauren Child • <i>Goldilocks and Just One Bear</i> by Leigh Hodgkinson • <i>Stick Man</i> by Julia Donaldson • <i>Owl Babies</i> by Martin Waddell		RWI will be used to teach phonics and handwriting. We will continue with <i>Curious Quests</i>. At the start of Spring 1, Great Big Story Dream Machine has reached ultimate power and it has sent some very special characters called The Faithful Friends to go on The Curious Quests adventure. Some of the texts we may explore: • The Tiger that came to Tea by Judith Kerr • The Very Hungry Caterpillar by Eric Carle • Wanted: The perfect Pet by Fiona Robertson • Oi Frog by Kes Gray • Giraffes Can't Dance by Giles Andreae		RWI will be used to teach phonics and handwriting. We will continue with <i>Curious Quests</i> with help from The Faithful Friends. <i>Quests</i> combines short carpet sessions, group work, and opportunities for children to explore open-ended resources such as junk modelling, construction, playdough, role play, and outdoor activities. Through engaging quests and key characters, children are encouraged to find joy in learning SPAG (Spelling, Punctuation, and Grammar) content while also applying their phonics knowledge. Some texts we may explore • Toys In Space by Mini Grey • Don't Look in This Book by Samuel Langley- Swain • Alan's Big Scary Teeth by Jarvis • The Something by Rebecca Cobb • The Snail and the Whale by Julia Donaldson.	
Mathematics	NCETM Mastering number will be used to support all children in securing a firm foundation in number. In Maths we will focus on: • Place of numbers within 10 • Addition and Subtraction within 10 • Geometry: Shape		NCETM Mastering number will be used to support all children in securing a firm foundation in number. In Maths we will focus on: • Addition and Subtraction within 20 • Place Value of numbers within 50 and multiples of 2, 5 and 10 • Measurement: Comparing, describing and solving practical problems involving lengths and heights • Measurement: Comparing, describing and solving practical problems involving mass and volume		NCETM Mastering number will be used to support all children in securing a firm foundation in number. In Maths we will focus on: • Multiplication and division reinforcing multiples of 2, 5 and 10. Solve problems using concrete objects, pictorial representations and arrays. • Fractions including finding half and quarter of objects or simple shapes. • Geometry: Describing position, direction and movement. • Place Value involving numbers to 100 • Measurement involving money, recognising different coins and notes • Measurement involving the language of time and telling the time to the hour and half past the hour.	



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Science	Everyday materials. Children will become familiar with the names and properties of everyday materials. They will explore and experiment with a wide variety of materials, working scientifically to perform simple tests to explore questions. Seasonal change. Children will observe, describe and talk about changes in the weather and seasons and how length of the day varies.		Animals including humans. Children will become familiar with common names of some fish, amphibians, reptiles, birds and mammals. They will use observations to compare, contrast, identify and group animals. They will also learn the names of the main body parts. Seasonal change. Children will continue to observe, describe and talk about changes in the weather and seasons and how length of the day varies.		Plants. Children will use the local environment to explore, observe and answer questions about plants growing in their habitat, becoming familiar with the names of flowers, trees and plant structures. Seasonal change. Children will continue to observe, describe and talk about changes in the weather and seasons and how length of the day varies.	Living things and their habitats. Children will identify animals in their habitats and microhabitats. Seasonal change. Children will continue to observe, describe and talk about changes in the weather and seasons and how length of the day varies.
History	A Trip Down Memory Lane. Children will develop an awareness of the past, using common words and phrases to describe the passing of time. They will use photographs of themselves and their family to create timelines and family trees and use these to ask and answer questions about the past, within living memory. The children will look at what childhood life was like for different family members, in particular studying what toys were like for their parents compared to the toys they have themselves. The children will then learn about Victorian toys and aspects of Victorian life for children, comparing how it is different to their own lives.		Beyond my window. To deepen their historical understanding, they will look at how Higham has changed overtime, using a range of sources and first-hand fieldwork. They will begin to learn about the life of Charles Dickens.		Journeys. We will explore many different modes of transport and how they have changed over time. We will find out about early train travel and the impact this had on people's lives. We will investigate the history of flight with the Wright brothers' invention of the plane and also focus on Amelia Earhart's amazing journeys. We will discover the wonder of space travel, through the lives of Neil Armstrong and Tim Peake. To conclude this theme will look at other remarkable journeys from around the world from today and in the past.	
Geography			Beyond my window. We will start with our immediate locality; children will develop a geographical understanding of their school, and wider Higham through local fieldwork. They will look at how Higham fits into a wider geographical area, focusing on the difference between villages, towns and cities that are known to them or from the local area such as Gravesend. The children will extend their skills and knowledge to the United Kingdom – identifying where the countries are located on the world map and map of the UK, their capital cities, the national flags and some of the key physical and human geography in each country.		Journeys. We will investigate different types of transport and how we travel to and from school. We will carry out a traffic survey to investigate the different types of transport in our local area and present our findings using tallies and pictograms. We will think about the impact travel has on the local environment. We will navigate around a map using the four points of the compass and choosing the most sensible method of travel.	
Art & Design	Working with colour Children will think about their favourite colours and notice colours in the world around them. They will learn about primary colours and explore		Collage Children will study Eric Carle's use of colour and texture in his artwork. They will sort and group materials by their properties and experiment		Printing Children will experiment with printing using a range of hard and soft materials. They will take rubbings outdoors to explore texture and pattern.	



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	mixing them to create new colours. They will study the work of Kandinsky and Mondrian, focusing on their use of colour. They will then create their own artwork inspired by these artists and continue to develop their sketching skills.		with folding, tearing, crumpling and overlapping to create different effects. They will design and arrange their own collages, gluing shapes to different backgrounds. They will work individually and collaboratively on different scales.		They will create textured prints and repeating patterns inspired by Richard Long. They will also make simple relief printing blocks using string and card to create monochrome prints and experiment with overprinting.	
Design Technology		Textiles: Puppets Children will develop their skills in joining fabrics using pins, staples or glue. They will design their own puppet and use a template to help create it. They will join the two puppet faces together and decorate their puppet to match their design.		Mechanisms: Making a moving story book Children will explore different slider mechanisms and identify the movements they create. They will produce labelled drawings to show which parts of their design will move and how. They will make a moving picture that meets design criteria and evaluate its strengths and areas for improvement.		Structures: Constructing a windmill Children will follow design criteria to create a structure that meets a user's needs. They will build a stable structure and make functioning sails or blades that attach securely. Once finished, they will evaluate their windmill and suggest ways to improve it.
Computing	Computer Systems and Networks – Technology Around Us Children will develop their understanding of technology and how it supports everyday life. They will become familiar with the different components of a computer by developing their keyboard and mouse skills. They will also learn how to use technology safely and responsibly.	Digital Painting Children will explore a range of tools for digital painting and use these to create their own artwork. They will take inspiration from different artists and experiment with digital techniques. They will reflect on their preferences when painting with and without digital devices.	Data and Information – Grouping Data Children will be introduced to data and information through labelling, grouping and searching activities. They will learn how labels help computers to group and present data. They will practise logging on, opening and saving documents while working with images and labels.	Programming A – Moving a Robot Children will be introduced to early programming concepts by exploring individual commands with floor robots. They will identify what each command does and begin predicting the outcomes of simple programs. They will also be introduced to basic algorithms and program design.	Creating Media – Digital Writing Children will develop their skills in creating and editing text on a computer. They will practise using a keyboard and mouse to enter, remove and change text. They will consider how to format their writing and explain their choices, as well as compare typing with writing by hand.	Programming B – Introduction to Animation Children will explore on-screen programming using ScratchJr. They will investigate sprites and backgrounds and use programming blocks to create and modify programs. They will also begin to design simple algorithms to support their animations.
Online Safety	Pause for People	Media Balance Is Important	Why We Pause for People	Managing Device Distractions	Safety in My Online Neighbourhood	Caring for Our Devices
PE	Balanceability Children will build their confidence, safety and balance	Dance Children will explore travelling actions, movement skills and	Gymnastics Children will learn to use space safely and effectively.	Ball Skills Children will develop fundamental ball skills	Sending and Receiving Children will develop their sending and receiving skills	Athletics Children will develop athletic skills such as running at



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	on a balance bike. They will develop skills in gliding, braking, steering and controlling speed. Fundamentals Children will explore key movement skills such as balancing, running, changing direction, jumping, hopping and skipping. They will develop control and coordination through a range of activities.	balancing. They will copy and repeat actions, linking them to create short dance phrases.	They will develop basic gymnastic actions on the floor and low apparatus, combining jumps, rolls, balances and travel into simple sequences.	including throwing, catching, rolling, hitting a target, dribbling and kicking. They will improve their control and accuracy through practice.	through throwing, catching, rolling, kicking, tracking and stopping a ball. They will understand and follow rules to keep themselves and others safe.	different speeds, changing direction, jumping and throwing. They will practise performing and measuring skills, working to improve their own performance and compete with others.
Music	Fairy Tales and Traditional Songs An investigation of music and sound through traditional fairy tales and songs, exploring how different pitches of sound can be used to create different effects. Children will compose their own sounds to fit in with a well-known tale, combining Literacy and music learning.		Animals An exploration of rhythm and pitch patterns through original songs and classical compositions which take inspiration from the animal world.		An Orchestra Adventure An introduction to instruments of the orchestra and their different families. A chance to find out what an orchestra looks and sounds like.	
	Christmas Production		Easter Service Songs			
PSHE	TEAM The core value of this unit is belonging. It focuses on the rules of our class, school and community and how a positive learning environment creates success for all.		One World This unit is inspired by the fact we can learn from people and their ways of life in different places around the world. Children will explore similarities and differences between their ways of life and that of others. We will also think about how people around the world use their environment and how we can look after our wonderful world.		Safety First We will learn about dangers and how to keep ourselves safe by making informed decisions. Lessons focus on staying safe: outside, in the home, online, around strangers. Children learn about The Underwear Rule. Children will also learn about who can help us as and when we need it.	
	Be Yourself This unit is inspired by the idea that being comfortable and confident with yourself can support positive mental health and wellbeing. We explore our positive qualities and our individuality. We discuss the different feelings people experience and consider strategies for managing uncomfortable emotions.		Aiming High In this unit, we discuss having high aspirations, celebrating our strengths and how having a positive attitude to learning can help us achieve. Children will have the chance to share their aspirations for the future if they would like to, discuss the importance of equal opportunities and consider difficulties caused by stereotyping.		It's My Body The messages of choice and consent are core to this unit. We will learn about how we can take care of our bodies and make safe choices. Lessons focus on: sleep, exercise, diet, cleanliness and substances.	
RE	Unit 7 Who do Christians say made the world? (Creation)	Unit 8 Why does Christmas matter to Christians? (Incarnation)	Unit 9 Who is Jewish and how do they live? (Judaism)	Unit 10 What do Christians believe God is like? (God)	Unit 11 What does it mean to belong to a faith community? (Thematic)	Unit 12 How should we care for others and the world and why does it matter? (Thematic)