



## Year One Mrs Stewart and Mrs Milner

### Curriculum Overview 2026-2027

| Yr 1 2025-2026 | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>R.E.</b>    | <p><b>**Creation and Covenant</b></p> <p>Children will hear the Creation story as a poetic, ancient and prayerful reflection on God's world.</p> <p>They will learn that:</p> <ul style="list-style-type: none"> <li>- All comes from God our Father</li> <li>- God's love and care is experienced through the beauty of Creation.</li> <li>- Through prayer we draw closer to God.</li> <li>- The world is God's gift to us and he wants us to love and care for it and through this show love and care to each other.</li> </ul> | <p><b>**Prophecy and Promise</b></p> <p>Children will hear:<br/>The Annunciation<br/>The Visitation<br/>The Birth of Jesus<br/>The Visit of the Shepherds</p> <p>They will learn that</p> <ul style="list-style-type: none"> <li>- God gave us his only son because he loves us</li> <li>- God called Mary to be the mother of his Son</li> <li>- Mary said 'Yes' to God's call.</li> <li>- Angels bring God's message.</li> <li>- The stories are in a special book called The Bible.</li> <li>- How Catholics around the world honour Mary and how Christians celebrate Jesus' birth.</li> </ul> | <p><b>**From Galilee to Jerusalem</b></p> <p>Children will hear:<br/>The Presentation<br/>Finding in the temple and the hidden life<br/>Jesus announces his missions<br/>The call of the disciples<br/>Little children<br/>Zacchaeus</p> <p>They will learn that:</p> <ul style="list-style-type: none"> <li>- Jesus grows up and reveals the love of the Father.</li> <li>- People encounter Jesus and recognise him as the Son of God who has come to save us.</li> <li>- Christians are called to follow Jesus and share the Good News.</li> <li>- Christians are called to take care of each other.</li> </ul> | <p><b>**From Desert to Garden</b></p> <p>Children will hear:<br/>Jesus enters Jerusalem<br/>Jesus teaches in the temple<br/>The widow's mite<br/>The last supper<br/>The Crucifixion and death of Jesus<br/>The angel's message<br/>Jesus is tempted in the desert</p> <p>They will learn that:</p> <ul style="list-style-type: none"> <li>- Lent is a special time for praying, fasting and helping others.</li> <li>- These are ways of following Jesus' example.</li> </ul> | <p><b>**To the Ends of the Earth</b></p> <p>Children will hear:<br/>The road to Emmaus<br/>Promise of the Spirit and the Ascension<br/>Pentecost.</p> <p>They will learn that:</p> <ul style="list-style-type: none"> <li>- When people open their hearts to the Holy Spirit they are changed,</li> <li>- The mission of the church begins at Pentecost.</li> <li>- The Church celebrates the Ascension and Pentecost on special days.</li> <li>- How Pentecost is celebrated in another part of the world.</li> </ul> | <p><b>**Dialogue and Encounter</b></p> <p>Children will learn that:</p> <ul style="list-style-type: none"> <li>- The Church is the community of all those who belong to Christ.</li> <li>- The cross is a symbol of Christianity.</li> <li>- The shortest summary of the Catholic faith is the sign of the cross.</li> <li>- About the local parish community and church</li> <li>- Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish.</li> </ul> |
| <b>PSHE</b>    | <p><b>**Being me in my world</b></p> <p>Special and safe<br/>My class<br/>Rights and responsibilities<br/>Rewards and feeling proud<br/>Consequences<br/>Owning our Learning Charter.</p>                                                                                                                                                                                                                                                                                                                                          | <p><b>**Celebrating differences</b></p> <p>Similarities and differences<br/>What is 'bullying' and what can I do about it.<br/>Making new friends, celebrating difference and celebrating me.</p>                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>**Dreams and goals</b></p> <p>My successes and achievements<br/>Setting goals<br/>Achieving together<br/>Taking on new challenges<br/>Overcoming obstacles<br/>Celebrating my successes</p>                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>**Healthy me</b></p> <p>Being healthy, making healthy lifestyle choices and staying clean.<br/>Medicine safety<br/>Road safety<br/>Happy, healthy me.</p>                                                                                                                                                                                                                                                                                                                | <p><b>**Relationships</b></p> <p>Families<br/>Making friends<br/>Greetings<br/>People who help us<br/>Being my own best friend<br/>Celebrating my special relationships.</p>                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| Cross Curricular Links |                                                                                                                                                                                                             |                                                                                                                                                                                                               | Art - Printing                                                                                                                                                                                                     | Science - Animals, including humans<br>PSHE - Healthy me<br>DT - Food                                                                                                                                               |                                                                                                                                                                                                        |                                                                                                                                                                       |
| RSE                    | **Let the children come                                                                                                                                                                                     | **Feelings, likes and dislikes                                                                                                                                                                                |                                                                                                                                                                                                                    | **Clean and healthy                                                                                                                                                                                                 | **Special people<br>Treat others well                                                                                                                                                                  | **Girls and boys                                                                                                                                                      |
| English                | Take one book - <i>The Day the Crayons Quit</i><br><br>Handwriting<br><br>Lists - <i>Plenty of Love to Go Round</i><br><br>Retell - <i>Stanley's Stick, Three Little Pigs, The Elves and the Shoe Maker</i> | Retell - <i>The Growing Story, The Leaf Thief, The Paper Dolls, The Jolly Postman</i><br><br>Instructions - <i>Gruffalo Crumble and other recipes,</i><br><br>Setting/character description - <i>Stickman</i> | Winter Poetry<br><br>Character Description - <i>Mr Big</i><br><br>Retell - <i>Mr Big, What happened to you?</i><br><br>Setting description - <i>Voices in the Park</i><br><br>Letter Writing - <i>Mr Postmouse</i> | Retell - <i>Nabil Steals a Penguin, Oliver's Fruit Salad, The Wide-mouthed Frog</i><br><br>Non-chronological report - <i>The Big Book of Beasts</i><br><br>Character Description - <i>A Midsummer Night's Dream</i> | Retell - <i>The Little Red Train to the Rescue, Zog and the Flying Doctors</i><br><br>Report on Mary Seacole<br><br>Diary - <i>The Hungry Caterpillar, Vlad and the Florence Nightingale Adventure</i> | Non-chronological report - <i>Tree</i><br><br>Senses poetry - seasons<br><br>Retell - <i>Sharing the Shell, Clean Up</i><br><br>Recount - <i>This is How We Do It</i> |
| Cross Curricular Links | Science - Materials<br>Numeracy - Number<br>History - Toys                                                                                                                                                  | Science - Plants, Animals including humans, Seasons, Healthy eating                                                                                                                                           | Science - Seasons, Animals<br>PSHE - Celebrating difference<br>History - Communication                                                                                                                             | DT - Food<br>PSHE - Healthy Me<br>Science - Animals including humans, Animals,                                                                                                                                      | History - Mary Seacole<br>Science - Animals                                                                                                                                                            | Science - Seasons, plants<br>PSHE - Relationships<br>RE - Creation and Covenant                                                                                       |
| Maths                  | Number- place value within 10<br>Addition and subtraction within 10<br>Geometry: Shape                                                                                                                      |                                                                                                                                                                                                               | Number: Place value within 20<br>Number: Addition and subtraction within 20<br>Number: Place value within 50<br>Measurement: Length and height<br>Measurement: Mass and Volume                                     |                                                                                                                                                                                                                     | Number: Multiplication and division<br>Number: Fractions<br>Geometry: Position and direction<br>Number: Place value (within 100)<br>Measurement: Money<br>Measurement: Time                            |                                                                                                                                                                       |
| Cross Curricular Links | Art - Collage, drawing<br>DT - Wheels and axles, textiles                                                                                                                                                   |                                                                                                                                                                                                               | DT Wheels and axles, textiles                                                                                                                                                                                      |                                                                                                                                                                                                                     | Computing - Programming                                                                                                                                                                                |                                                                                                                                                                       |
| Science                | Forces and space:<br>Seasonal changes                                                                                                                                                                       | Materials:<br>Everyday materials                                                                                                                                                                              | Animals: Sensitive bodies                                                                                                                                                                                          | Animals: Comparing animals                                                                                                                                                                                          | Plants: Introduction to plants                                                                                                                                                                         | Making connections:<br>Investigating Science through stories.                                                                                                         |
| Cross Curricular Links | DT<br>Art - Mark making                                                                                                                                                                                     | Maths- Measurement                                                                                                                                                                                            | PSHE - Healthy Me                                                                                                                                                                                                  | Maths- Measurement                                                                                                                                                                                                  | Maths- Sorting animals into categories                                                                                                                                                                 | Literacy- Bean diary, Maths- Measuring Trees, Art- Leaf rubbing                                                                                                       |
| History                | Toys<br>Children will learn how toys have changed over time and to understand                                                                                                                               |                                                                                                                                                                                                               | Communication<br>Children will learn how and why we communicate with others.<br>They will learn how television broadcasts have changed since                                                                       |                                                                                                                                                                                                                     | Mary Seacole<br>Children will learn about the lives of significant individuals in the past who have contributed to                                                                                     |                                                                                                                                                                       |

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|                               | why these changes have taken place.                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                       | the Queen's coronation in 1953. Children will learn how both mobile phones and the World Wide Web have influenced lives today.                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                             | national and international achievements, Mary Seacole and/or Florence Nightingale and Edith Cavell.                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                    |
| <b>Geography</b>              |                                                                                                                                                                                                                                                                                                                                                                                                                | <b>My School</b><br>Children will use simple fieldwork and observational skills to study the geography of our school. They will use locational and directional language for example, near and far, left and right.    |                                                                                                                                                                                                                                                                                                                                                            | <b>The School Grounds</b><br>Children will learn about the school ground and how the grounds are used for different purposes. Children will be use simple compass directions and locational and directional language.                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Weston-Super-Mare</b><br>Children will learn about the seaside resort of Weston-Super-Mare. They will use world maps, atlases and globes to identify the United Kingdom and its countries as well as locate Weston-Super-Mare.  |
| <b>Cross Curricular Links</b> | <b>Science - Animals, materials</b>                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                       | <b>Science- Materials</b>                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                             | <b>Science - Talking about medicine and nurses</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                    |
| <b>Music</b>                  | Unit 1 - Listening and performing<br>Listening to the teacher<br>Imitating song phrases<br>Unit 2 - Performing: singing<br>Finding the singing voice<br>Pitch matching<br>Individual singing<br>Unit 3 - Listening and thinking<br>Recorded sound<br>Voiced sound<br>Unit 4 - Performing: singing<br>Songs and games<br>Higher-lower pitch<br>Unit 5 - Listening and thinking<br>Recognising known song melody |                                                                                                                                                                                                                       | Unit 6 - Performing: singing<br>Starting pitch control<br>Wider pitch range songs<br>Dynamics control<br>Unit 7 - Listening and thinking<br>Finding the thinking voice<br>Unit 8 - Performing: playing<br>Percussion sound<br>Unit 9 - Concept: timbre<br>Voices<br>Instruments<br>Unit 10 - Performing: singing<br>One breath per phrase<br>Sound quality |                                                                                                                                                                                                                                                                             | Unit 11 - Listening and thinking<br>Recognising song melody<br>Unit 12 - Performing: singing and playing<br>Rhythmic speech and tapping<br>Actions felt as pulse<br>Rhythms on percussion<br>Unit 13 - Concept: phrase<br>Start and end<br>Unit 14 - Concepts: dynamics, pitch, tempo<br>Louder-quieter (dynamics)<br>Higher-lower (pitch)<br>Faster-slower (tempo)<br>Unit 15 - Listening and thinking<br>Internalising rhythmic and melodic phrases<br>Unit 16 - Concept: rhythm<br>Simple time rhythm |                                                                                                                                                                                                                                    |
| <b>Art &amp; DT</b>           | <b>Art - Collage</b><br><br>Children will explore ideas about collage and use natural and made materials to communicate ideas and meanings. They will start to express what they think and feel about their own and others' work.                                                                                                                                                                              | <b>DT - Textiles</b><br><br>Children will Understand how simple 3-D textile products are made. They will use a template to create two identical shapes and understand how to join fabrics using different techniques. | <b>Art - Drawing</b><br><br>Children will explore a range of mark makers use different marks for different textures. They will make their own tools and surfaces for mark making. They will look closely at natural objects and make a controlled                                                                                                          | <b>DT - Food</b><br><br>Children will use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. They will taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. They will then design and make | <b>Art - Printing</b><br><br>Children will explore printmaking with a variety of objects and surfaces including direct and overprinting, negative stencils, clay slab relief block printing and collograph printing.                                                                                                                                                                                                                                                                                     | <b>DT - Wheels and Axels</b><br><br>Children will make a moving vehicle with wheels and axles. They will generate ideas and design criteria, perform practical tasks such as cutting and joining, choose materials and components, |

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|                        |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                    | drawing and work collaboratively on a group piece.                                                                                                                                                                                                                                                                                                                                                                    | an appealing product for a particular user.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                        | explore and evaluate wheels and axles and evaluate their work.                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Cross Curricular Links | Science - Materials, seasons<br>Literacy - Speaking and listening<br>D&T - Joining materials<br>Numeracy - Shape                                                                                                                                                               | Science - Materials<br>Art - Drawing skills<br>Numeracy - Measurement                                                                                                                                                                                                                                                                              | Science - Materials<br>Literacy - Response to language,<br>PE - Movements<br>Numeracy - Shape<br>D&T- Joining materials,<br>PSHE/Citizenship-collaboration                                                                                                                                                                                                                                                            | Science - Animals, including humans, Plants<br>PSHE - Healthy me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | PSHE - Working together<br>Numeracy - Shape<br>Science - Materials                                     | Science - Working scientifically, Materials<br>Numeracy - Number, Length                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Computing              | Computing systems and networks                                                                                                                                                                                                                                                 | Creating media- digital painting                                                                                                                                                                                                                                                                                                                   | Creating media- digital writing                                                                                                                                                                                                                                                                                                                                                                                       | Data and information- grouping data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Programming- moving a robot                                                                            | Programming- introduction to animation                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Cross Curricular Links |                                                                                                                                                                                                                                                                                | Art                                                                                                                                                                                                                                                                                                                                                | Literacy - Writing on computer                                                                                                                                                                                                                                                                                                                                                                                        | Maths- Data handling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Maths- Position and direction                                                                          | Art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| PE                     | <p><b>Fundamentals</b><br/>Balancing, running, changing direction, jumping, hopping and skipping.</p> <p><b>Ball skills</b><br/>Throwing and catching, rolling and dribbling with both hands and feet with increasing control and accuracy using co-ordination and balance</p> | <p><b>Sending and receiving</b><br/>Sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball</p> <p><b>Invasion games</b><br/>Attacking and defending, sending and receiving with both feet and hands, as well as dribbling with both feet and hands. Scoring and how to play to the rules</p> | <p><b>Gymnastics</b><br/>Jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences on the floor and on low apparatus.</p> <p><b>Dance</b><br/>Travelling actions, movement skills and balancing. Understand why it is important to count to music and use this in their dances. Copy and repeat actions linking them together to make short dance phrases.</p> | <p><b>Net and wall games</b><br/>Attacking and defending principles. Throwing, catching, tracking and hitting a ball. How to score points and play to the rules. Work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness.</p> <p><b>Team building</b><br/>Teamwork skills, individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. Communication and problem solving, Discuss and plan ideas and reflect on their success.</p> |                                                                                                        | <p><b>Striking and fielding games</b><br/>Defending (fielding) and attacking (batting, throwing and catching. tracking a ball and striking a ball. How to score points in these types of games, how to play to the rules and use simple tactics. Show respect towards others</p> <p><b>Athletics</b><br/>Running at different speeds, changing direction, jumping and throwing. Performing skills and measuring performance, competing to improve on their own score and against others.</p> |
| Cross Curricular Links | English - Listening, expressing ideas, talking to others<br>Numeracy - Counting<br>Science - Animals, including humans<br>PSHE - Healthy Me                                                                                                                                    | English - Listening, expressing ideas, talking to others<br>Numeracy - Counting<br>Science - Animals, including humans<br>PSHE - Healthy Me                                                                                                                                                                                                        | English - Listening, expressing ideas, talking to others<br>Numeracy - Counting<br>Science - Animals, including humans<br>PSHE - Healthy Me                                                                                                                                                                                                                                                                           | English - Listening, expressing ideas, talking to others<br>Numeracy - Counting<br>Science - Animals, including humans<br>PSHE - Healthy Me                                                                                                                                                                                                                                                                                                                                                                                                                 | English - Listening<br>Numeracy - Counting<br>Science - Animals, including humans<br>PSHE - Healthy Me | English - Listening, expressing ideas, talking to others<br>Numeracy - Counting<br>Science - Animals, including humans<br>PSHE - Healthy Me                                                                                                                                                                                                                                                                                                                                                  |