

St. Anne's and
Guardian Angels
Catholic Primary School



Year 1 Curriculum Overview

Academic Year: 2025-2026

Updated: September 2025



St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
RE 'To Know You more Clearly' model curriculum: Year 1	Branch One: Creation and Covenant Y1 Focus: God, Creator Father ----- Class Saint, Gospel Writers & Guardian Angels. <i>Other Faith: Judaism</i>		Branch Two: Prophecy and Promise Y1 Focus: Jesus – Annunciation and Nativity	Branch Three: Galilee to Jerusalem Y1 Focus: Jesus' Ministry ----- <i>Other Faith: Hinduism</i>	Branch Four: Desert to Garden Y1 Focus: Lent and Holy Week	Branch Five: To the Ends of the Earth Y1: Resurrection, Ascension and Pentecost	Branch Six: Dialogue and Encounter ----- <i>Other Faith: Islam</i>	
RSHCE (Ten:Ten Units)	Transition and Getting Along Together		Let the Children Come, God Loves You	Special People, Treat Others Well, ...And Say Sorry	Being Safe, Good Secrets and Bad Secrets	Physical Contact, Harmful Substances, Can You Help Me?	Three in One, Who is My Neighbour? The Community We Live In	
Topic	Local Study: Our City, London	Black History Month: Heritage : Where am I from? Where is my family from?	Local Study: Transport for London	Toys & Playtime	Animal Kingdom	The United Kingdom	Amazing Africa	Refugee Week: Homes
English Key Texts	Fiction: Katie In London by James Mayhew Up and Up by Shirley Hughes Super Duper You by Sophy Henn		Little Red Riding Hood by Loretta Schauer (THEP) Fiction: Mr Gumpy's Motor Car by John Burningham	Fiction: The Day the Crayons Quit by Oliver Jeffers (THEP*) Lost in the Toy Museum by David Lucas (THEP)	Fiction: Where The Wild Things Are by Maurice Sendak Fiction: Goldilocks and the Three Bears by Tony Ross	Fiction: The Queen's Hat by Steve Antony Poetry: Nut Tree by Julia Donaldson In Every House on Every Street by Karina Halle	Fiction: One Day on our Blue Planet: In the Savannah by Ella Bailey Fiction: Lila and the Secret of Rain, by David Conway & Jude Daly	



St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

		Martha Maps it Out by Leigh Hodgkinson NF – Tube Map/ Images of Public Transport and Video Clips	Traction Man is Here by Mini Grey (THEP)	Nature Trail by Benjamin Zephaniah's Poetry: If You Should Meet a Crocodile by Anon	NF The Big Book of the UK By Imogen Russell Williams	Welcome by Barroux (Refugee Week)
English & Cross Curricular: Writing Outcomes / Genres	Recount Narrative	Non-chronological report Recount Letter writing	Instructions Narrative Recount	Non-chronological report Description	Letter writing Short story Persuasive writing (Advert/Poster)	Short story Diary entry
Phonics	Phase 5 Phonics <i>Blue Book Band</i>	Phase 5 Phonics <i>Blue Book Band</i>	Phase 5 Phonics <i>Blue Book Band</i>	Phase 5 <i>Blue / Green Book Band</i>	Phase 5 <i>Blue / Green Book Band</i>	Phase 5 <i>Orange / Turquoise Book Band</i>
Maths (White Rose: Y1 Overview)	Place Value Addition and Subtraction Shape		Place Value Addition and Subtraction Place Value Length and Height Mass and Volume		Multiplication and Division Fractions Position and Direction Place Value Money Time	
Art (Twinkl Units)				Fabricate		
DT (Twinkl Units)		DT: Our Fabric Faces			Food Technology: Let's Get Cooking	DT: Moving Pictures Traditional Tales
Science (White Rose: Y1 Overview)	Biology: The Human Body Biology: Seasonal Changes Chemistry: Materials Biology: Seasonal Changes (revisited)		Biology: Planting Biology: Animals Sustainability: Caring for the Planet Biology: Seasonal Changes Biology: Planting (revisited)		Biology: Plants Biology: Planting Sustainability: Growing and Cooking Biology: Seasonal Changes	
Computing (teachcomputing.org Units)	Computing systems and networks – Technology around us		Programming – Moving a robot		Creating media – Digital writing	



St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

Music	Response songs Listen and respond to music	Recognise and copy regular rhythms and actions	Learning elementary songs from memory and adding percussion as directed	Early use of basic music notation	Early use of basic music notation	Music and movement with actions directed by a teacher
PE (Twinkl Units)	Multi Skills: Throwing and Catching	Gymnastics: Animals	Dance: The Seasons	Multi Skills: Running and Jumping	Attacking and Defending	Multi Skills: Bat and Ball
Suggested Trips/Visits	Ideas Store – Storytelling	Transport Museum	Pollock's Toy Museum School Visit	London Zoo	Thames River Boat Buckingham Palace	Horniman Museum



St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

In Depth RE Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme for the Year: Y1 – How People Know About God					
RE 'To Know You more Clearly' model curriculum: Year 1	Branch One: Creation and Covenant Y1 Focus: God, Creator Father ----- Class Saint, Gospel Writers & Guardian Angels. <i>Other Faith: Judaism</i>	Branch Two: Prophecy and Promise Y1 Focus: Jesus – Annunciation and Nativity	Branch Three: Galilee to Jerusalem Y1 Focus: Jesus' Ministry ----- <i>Other Faith: Hinduism</i>	Branch Four: Desert to Garden Y1 Focus: Lent and Holy Week	Branch Five: To the Ends of the Earth Y1: Resurrection, Ascension and Pentecost	Branch Six: Dialogue and Encounter ----- <i>Other Faith: Islam</i>
Key Content / Skills 'To Know You more Clearly' model curriculum: Year 1	Hear <ul style="list-style-type: none"> The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world. The opening of the Nicene Creed 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible'. An introduction to the ideas presented in Laudato Si' 13. Believe	Hear <ul style="list-style-type: none"> The Annunciation (Lk 1: 26-38, focusing on 1:26-32, 38) The Visitation (Lk 1:39-45) The Birth of Jesus (Lk 2:4-8) The Visit of the Shepherds (Lk 2:8-20) Believe <ul style="list-style-type: none"> Because God loves us, he gave us his only Son, Jesus. God called Mary to be the mother of his Son, Jesus. 	Hear <ul style="list-style-type: none"> The Presentation (Lk 2:22-38) Finding in the temple and the hidden life (Lk 2:41-52) Jesus announces his mission (Lk 4:16-22) The call of the disciples (Lk 5:1-11) Little children (Lk 18:15-17) Zacchaeus (Lk 19:1-9) Believe	Hear <ul style="list-style-type: none"> Jesus enters Jerusalem (Lk 19:28-38) Jesus teaches in the temple (Lk 19:47-48) The widow's mite (Lk 21:1-6) The last supper (Lk 22:7-23) The Crucifixion and death of Jesus (Lk 23:33-46) The angel's message (Lk 24:1-8) For Lent: Jesus is tempted in the desert for 40 days (Lk 4:1-13) 	Hear <ul style="list-style-type: none"> The road to Emmaus (Lk 24:13-35) Promise of the Spirit and the Ascension (Acts 1:1-11) Pentecost (Acts 2:1-4) Believe <ul style="list-style-type: none"> When people open their hearts to the Holy Spirit they are changed, as the apostles are changed. 	Dialogue <ul style="list-style-type: none"> The Church is the community of all those who belong to Christ. The cross is a symbol of Christianity. The shortest summary of the Catholic faith is the sign of the cross. <p>By the end of this unit of study, pupils will know about Christianity locally through:</p> <ul style="list-style-type: none"> Learning about their local parish community.



St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

<ul style="list-style-type: none"> • That all that is comes from God. • God is our Father. • God's love and care for humanity is experienced through the beauty and order of Creation. • Prayer is a way we draw closer to God. <p><u>Celebrate</u></p> <ul style="list-style-type: none"> • That praying is a way people draw close to God. • That, as a community, the Church prays the Creed and the Our Father to pray to God and worship him. <p><u>Live</u></p> <ul style="list-style-type: none"> • God wants us to love and care for the world because the world is God's gift to us. • Caring for the world is one of the ways we love and care for each other. • How a community in another part of the world cares for Creation. <p><u>Judaism</u></p>	<ul style="list-style-type: none"> • Mary said 'Yes' to God's call. • Angels bring God's message and are a sign that Jesus is the Son of God. • The stories about Jesus are in a special book called the Bible. <p><u>Celebrate</u></p> <ul style="list-style-type: none"> • We ask Mary to pray with us and for us and to comfort us in times of need, especially using the prayer Hail Mary. • Hear and begin to join in with the words of the Hail Mary. • Hear or sing the first phrase of the Gloria, recognising it as the angels' song of praise to God. <p><u>Live</u></p> <ul style="list-style-type: none"> • How Catholics around the world show honour to Mary, including diverse representations in art, sculpture, and music. 	<ul style="list-style-type: none"> • Jesus grows up and reveals the love of the Father to us. • Some people that encounter Jesus recognise that he is the Son of God who has come to save all. • Jesus is the 'light to all nations'. <p><u>Celebrate</u></p> <ul style="list-style-type: none"> • The Feast of the Presentation of Jesus is celebrated by Christians around the world and is known as Candlemas in Britain. <p><u>Live</u></p> <ul style="list-style-type: none"> • All Christians are called to follow Jesus and share the Good News with others. • Christians are called to take care of each other, especially those most in need, such as the poor <p><u>Hinduism</u></p> <ul style="list-style-type: none"> • <i>Stories we enjoy</i> • <i>Krishna and Ganesh</i> • <i>Raksha Bandan</i> 	<p><u>Believe</u></p> <ul style="list-style-type: none"> • That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do. • Jesus died and rose again. <p><u>Celebrate</u></p> <ul style="list-style-type: none"> • Some simple words, actions, and symbols from the Ash Wednesday liturgy and the Palm Sunday liturgy. • Lent is when Christians prepare for Easter by thinking about how they could be closer to God by praying, giving up things that are not needed (fasting), and giving to those in need. • Experience music or art that reflects how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life. <p><u>Live</u></p>	<ul style="list-style-type: none"> • The mission of the Church begins at Pentecost. <p><u>Celebrate</u></p> <ul style="list-style-type: none"> • That the Church celebrates the Ascension and Pentecost on special days of celebration (holydays of obligation). • The words of the 'Glory Be' prayer. • An age-appropriate hymn referencing the Holy Spirit. <p><u>Live</u></p> <ul style="list-style-type: none"> • How Pentecost is celebrated in another part of the world. • How artists and musicians around the world celebrate the work of the Holy Spirit and the mystery of the Trinity 	<ul style="list-style-type: none"> • Learning about their local parish church. • Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish. <p><u>Encounter</u></p> <ul style="list-style-type: none"> • Aspects of modern Jewish life in Britain, including specific vocabulary about the Jewish belief in one God and the Torah as a special text which contains stories of the Jewish people's history and is a guide for Jewish life. <p><u>Islam</u></p> <ul style="list-style-type: none"> • <i>Special Stories</i> • <i>Muhammad</i> • <i>Why Muhammad is important for Muslim People</i>
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	<ul style="list-style-type: none">• <i>We all have stories</i>• <i>Abraham and Moses, the leaders of the Jewish People</i>• <i>How God led the Jewish People</i>	<ul style="list-style-type: none">• How Christians in their local community celebrate the birth of Jesus.	<ul style="list-style-type: none">• <i>Shared stories bring people together</i>	<ul style="list-style-type: none">• Fasting in Lent is a way of giving things up to help others and for Catholics, CAFOD Family Fast Day is a way of responding to this call.• Fasting, praying, and giving to others are ways of following Jesus' example.		
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St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

In Depth English Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: Key Texts	<p>Fiction: Katie In London by James Mayhew</p> <p>Charlie and Lola: We Completely Must Go to London by Lauren Child</p> <p>Super Duper You by Sophy Henn</p>	<p>Little Red Riding Hood by Loretta Schauer (THEP)</p> <p>Fiction: Mr Gumpy's Motor Car by John Burningham</p> <p>Martha Maps it Out by Leigh Hodgkinson (THEP)</p>	<p>Fiction: The Day the Crayons Quit by Oliver Jeffers (THEP*)</p> <p>Lost in the Toy Museum by David Lucas (THEP)</p> <p>Traction Man is Here by Mini Grey (THEP)</p>	<p>Fiction: Where The Wild Things Are by Maurice Sendak</p> <p>Fiction: Goldilocks and the Three Bears by Tony Ross</p> <p>NF Bee by Britta Teekontrap</p> <p>Poetry: If You Should Meet a Crocodile by Anon</p>	<p>In Every House on Every Street by Karina Halle</p> <p>Poetry: Nut Tree by Julia Donaldson</p> <p>In Every House on Every Street by Karina Halle</p> <p>NF The Big Book of the UK By Imogen Russell Williams</p>	<p>Fiction: One Day on our Blue Planet: In the Savannah by Ella Bailey</p> <p>Fiction: Lila and the Secret of Rain, by David Conway & Jude Daly</p> <p>Welcome by Barroux (Refugee Week)</p>
Additional reading suggestions/ guided reading	<p>The Colour Monster By Anna Llenas</p> <p>On the Way Home by Jill Murphy</p> <p>Up and Up by Shirley Hughes</p>	<p>The Hutchinson Treasury of Fairy Tales</p> <p>We're going to find the Monster by Malorie Blackman</p>	<p>How to catch a Star by Oliver Jeffers</p> <p>Almost Anything by Sophie Henn</p> <p>Traction Man meets Turbo Dog by Mini Grey</p> <p>Toy in Space by Mini Grey</p>	<p>Fiction: One is a Snail, Ten is a Crab by April Sayre and Jeff Sayre</p> <p>Poetry: If You Should Meet a Crocodile by Anon</p> <p>Monsters An Owner's Guide by Jonathan Emmett and Mark Oliver</p> <p>The First Book of Animals by Nicola Davies</p>	<p>The Fiction: The Queen's Hat by Steve Antony</p> <p>Jolly Postman by Allan Ahlberg</p> <p>Paddington at St Paul's by Michael Bond</p>	<p>Poetry: The Puffin Book of Fantastic First Poems by June Crebbin</p> <p>Handa's Surprise by Eileen Browne</p>
English & Cross Curricular:	<p>Recount</p> <p>Narrative</p>	<p>Non-chronological report</p>	<p>Instructions</p> <p>Narrative</p>	<p>Non-chronological report</p>	<p>Letter writing</p> <p>Short story</p>	<p>Short story</p> <p>Diary entry</p>



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Writing Outcomes / Genres		Recount Letter writing	Recount	Description	Persuasive writing (Advert/Poster)	
Grammar Focus	<ul style="list-style-type: none"> • How words can combine to make sentences • Beginning to use capital letters and full stops • Spaces between words • Using 'and' to join words • Capital letters for names and personal pronouns 		<p>Reinforce and apply Autumn objectives throughout</p> <ul style="list-style-type: none"> • Question marks and exclamation marks to demarcate sentences • Using 'and' to join words and clauses • Sequencing sentences to form short narratives. 		<p>Reinforce and apply Autumn and Spring objectives throughout</p> <ul style="list-style-type: none"> • Suffixes that can be added to verbs where no change is needed in the spelling of the root words (e.g. helping, helper, helped) • How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, undoing, untie the boat) 	
Phonics Focus	<ul style="list-style-type: none"> • The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck • The /ŋ/ sound spelt n before k • Division of words into syllables • Some common tricky words 	<ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. • Adding -s and -es to words to third person singular of verbs • -tch letter pattern words • Words ending y (/i:/ or /ɪ/) • Some common tricky words 	<ul style="list-style-type: none"> • Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word • Adding -er and -est to adjectives where no change is needed to the root word • New consonant spellings ph and wh • Some common tricky words 		<ul style="list-style-type: none"> • Using k for the /k/ sound • Compound words • Tricky words • 	



St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

In Depth Maths Overview...

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Place Value (within 10)</u> Sort objects, Count objects, Count objects from a larger group, Represent objects, Recognise numbers as words, Count on from any number, 1 more, Count backwards within 10, 1 less, Compare groups by matching, Fewer, more, same, Less than, greater than, equal to, Compare numbers, Order objects and numbers, The number line.</p> <p><u>Addition and Subtraction (within 10)</u> Introduce parts and wholes, Part-whole model, Write number sentences, Fact families - addition facts, Number bonds within 10, Systematic number bonds within 10, Number bonds to 10, Addition - add together, Addition - add more, Addition problems, Find a part, Subtraction - find a part, Fact families - the eight facts, Subtraction - take away/cross out (How many left?), Subtraction - take away (How many left?), Subtraction on a number line, Add or subtract 1 or 2,</p> <p><u>Shape</u> Recognise and name 3-D shapes, Sort 3-D shapes, Recognise and name 2-D shapes, Sort 2-D shapes, Patterns with 2-D and 3-D shapes.</p>	<p><u>Place Value (within 20)</u> Count within 20, Understand 10, Understand 11, 12 and 13, Understand 14, 15 and 16, Understand 17, 18 and 19, Understand 20, 1 more and 1 less, The number line to 20, Use a number line to 20, Estimate on a number line to 20, Compare numbers to 20, Order numbers to 20.</p> <p><u>Addition and Subtraction (within 20)</u> Add by counting on within 20, Add ones using number bonds, Find and make number bonds to 20, Doubles, Near doubles, Subtract ones using number bonds, Subtraction - counting back, Subtraction - finding the difference, Related facts, Missing number problems.</p> <p><u>Place Value (within 50)</u> Count from 20 to 50, 20, 30, 40 and 50, Count by making groups of tens, Groups of tens and ones, Partition into tens and ones, The number line to 50, Estimate on a number line to 50, 1 more, 1 less.</p> <p><u>Length and Height</u> Compare lengths and heights, Measure length using objects, Measure length in centimetres.</p> <p><u>Mass and Volume</u> Heavier and lighter, Measure mass, Compare mass, Full and empty, Compare volume, Measure capacity, Compare capacity.</p>	<p><u>Multiplication and Division</u> Count in 2s, Count in 10s, Count in 5s, Recognise equal groups, Add equal groups, Make arrays, Make doubles, Make equal groups – grouping, Make equal groups – sharing.</p> <p><u>Fractions</u> Recognise a half of an object or a shape, Find a half of an object or a shape, Recognise a half of a quantity, Find a half of a quantity, Recognise a quarter of an object or a shape, Find a quarter of an object or a shape, Recognise a quarter of a quantity, Find a quarter of a quantity.</p> <p><u>Geometry: Position and Direction</u> Describe turns, Describe position - left and right, Describe position - forwards and backwards, Describe position - above and below, Ordinal numbers.</p> <p><u>Place Value (within 100)</u> Count from 50 to 100, Tens to 100, Partition into tens and ones, The number line to 100, 1 more, 1 less, Compare numbers with the same number of tens, Compare any two numbers.</p> <p><u>Measurement: Money</u> Unitising, Recognise coins, Recognise notes, Count in coins.</p> <p><u>Measurement: Time</u> Before and after, Days of the week, Months of the year, Hours, minutes and seconds, Tell the time to the hour, Tell the time to the half hour.</p>			



St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

In Depth Science Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Biology: The Human Body Biology: Seasonal Changes Chemistry: Materials Biology: Seasonal Changes (revisited)		Biology: Planting Biology: Animals Sustainability: Caring for the Planet Biology: Seasonal Changes Biology: Planting (revisited)		Biology: Plants Biology: Planting Sustainability: Growing and Cooking Biology: Seasonal Changes	
Knowledge	<u>Biology: The Human Body</u> Identify and name parts of the human body; draw and label parts of the human body; sight; sound; taste; touch; smell <u>Biology: Seasonal Changes</u> Changes in Autumn; collect and record data <u>Chemistry: Materials</u> Explore materials – wood, plastic, glass and metal; explore materials – rock; melting and freezing; floating and sinking; absorption; investigating materials <u>Biology: Seasonal Changes (revisited)</u> Changes in Winter; gather and record data		<u>Biology: Planting A</u> Identify, describe and name a variety of common wild and garden plants, including deciduous and evergreen trees. <u>Biology: Animals</u> Identify, describe, compare and name a variety of common animal. <u>Sustainability: Caring for the planet</u> Identify actions that help and harm the Earth. Describe how this affects humans, other animals and plants. <u>Biology: Seasonal Changes (revisited)</u> Changes in Spring; gather and record data. <u>Biology: Planting B (revisited)</u> Identify, describe and name a variety of common wild and garden plants, including deciduous and evergreen trees.		<u>Biology: Plants</u> Identify, describe and name a variety of common wild and garden plants, including deciduous and evergreen trees. <u>Biology: Planting C</u> Identify, describe and name a variety of common wild and garden plants, including deciduous and evergreen trees. <u>Sustainability: Growing and cooking</u> Identify where fruits and vegetables come from and which part the plant is the fruit and vegetable <u>Biology: Seasonal changes – Summer</u> Changes in Summer; gather and record data	
Working Scientifically Skills	<u>Biology: The Human Body</u> Ask questions; answer questions and make conclusions; take measurements <u>Biology: Seasonal Changes</u> Ask questions; gather, record and classify data		<u>Biology: Planting A</u> Ask question <u>Biology: Animals</u>		<u>Biology: Plants</u> Gather, record and classify data; make observations; answer questions and make conclusions <u>Biology: Planting C</u>	



St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

	<p><u>Chemistry: Materials</u> Gather, record and classify data; make observations; take measurements; answer questions and make conclusions</p> <p><u>Biology: Seasonal Changes (revisited)</u> Ask questions; gather, record and classify data</p>	<p>Ask questions; gather, record and classify data; answer questions and make conclusions</p> <p><u>Sustainability: Caring for the planet</u> Ask questions; answer questions and make conclusions</p> <p><u>Biology: Seasonal Changes (revisited)</u> Ask questions; gather, record and classify data</p> <p><u>Biology: Planting B (revisited)</u> Make observations; gather, record and classify data</p>	<p>Make observations; gather, record and classify data</p> <p><u>Sustainability: Growing and cooking</u> Ask questions; answer questions and make conclusions</p> <p><u>Biology: Seasonal changes – Summer</u> Ask questions; gather, record and classify data; answer questions and make conclusions</p>
<p>Enquiry Skills</p>	<p><u>Biology: The Human Body</u> Pattern seeking</p> <p><u>Biology: Seasonal Changes</u> Observations over time</p> <p><u>Chemistry: Materials</u> Comparative test</p> <p><u>Biology: Seasonal Changes (revisited)</u> Observations over time</p>	<p><u>Biology: Planting A</u> Observation over time</p> <p><u>Biology: Animals</u> Identifying, grouping and classifying</p> <p><u>Sustainability: Caring for the planet</u> Sustainability</p> <p><u>Biology: Seasonal Changes (revisited)</u> Observation over time</p> <p><u>Biology: Planting B (revisited)</u> Observation over time</p>	<p><u>Biology: Plants</u> Pattern seeking</p> <p><u>Biology: Planting C</u> Observation over time</p> <p><u>Sustainability: Growing and cooking</u> Sustainability</p> <p><u>Biology: Seasonal changes – Summer</u> Observation over time</p>



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Academic Year: 2025-2026

In Depth Topic (History/Geography) Overview...

	Topic	What Pupils Should Learn
Autumn 1	Local Study: Our City, London	<p>Big Question Why is the place we live unique and important?</p> <p>Key Text(s): The Story of London by Richard Brasseley Hello London! By Megan McKean</p> <p>Pupils Should Learn</p> <ul style="list-style-type: none"> · What a capital city is and to name some capital cities of European Countries · To locate London on a map of the UK · To know how to stay safe when out and about in our local area · To use maps to gather information about the local area · Use their observational skills to find out about our local area - traffic, public transport, shops · To use simple keys on a map and create their own · To recognise and name some familiar places in the local area · To use simple compass directions · Recognise different types of housing and discuss what is similar/different · Discuss how people can affect the environment around them - litter, pollution, graffiti etc. · About the different places of work in our local area · About the different places of worship in our local area
Autumn 1 (Black History Month)	Black History Month: Heritage: Where am I from? Where is my family from?	<p>Big Question What does it mean to belong?</p> <p>Key Text(s): Skin: A First Conversation About Race by Madison, Ralli and Roxas</p> <p>Pupils should learn</p> <ul style="list-style-type: none"> · About the notion of discrimination and racism through reading and discussing, Skin: A First Conversation About Race by Madison, Ralli and Roxas · About their heritage – where they were born, where their parents were born and where their grandparents were born · To locate these places on a world map (shared class world map) · Facts about the different countries that they and their classmates have connections to · To discuss similarities and differences between different traditions and cultures in their families for example: special meals, special celebrations (including religious), music, food, clothing, special places
Autumn 2	Local Study: Transport for London	<p>Big Question What would change in London if transport didn't exist?</p>



St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

		<p><u>Key Text(s):</u> The story of the London Underground by David Long and Sarah McMenemy</p> <p><u>Pupils Should Learn</u></p> <ul style="list-style-type: none">· About different modes of transport for sea, land and air (both domestic and international travel)· To reflect on the pros and cons of different modes of transport and their suitability for different journeys· To reflect on the different journeys that they make in their local area and how they are made· About the different modes of transport available in our local area· About how people would travel between cities and countries in the past· To compare modes of transport from the past and those used today and to identify how these have changed (for example, bicycles, horse and cart, cars, trains, aeroplanes)· About Transport for London and key elements of its history· About some key people associated with development of modes of transport throughout history· To think about what transport may look like in the future
Spring 1	Toys & Playtime	<p><u>Big Question</u> What can toys teach us?</p> <p><u>Key Text(s):</u> Lost in the Toy Museum by David Lucas Toys and Games Then and Now by Robin Nelson</p> <p><u>Pupils Should Learn</u></p> <ul style="list-style-type: none">· Find out which toys and games are popular with children today through surveys, questionnaires, investigations etc.· Describe modern toys precisely· Play a variety of playground games from past and present and discuss similarities· Think of ways that you could find out about toys from the past and to pursue some of these lines of inquiry (books, internet, museums, TV/film, speaking to grandparents)· Compare old and modern toys in terms of material, technology, manufacture and safety· Sort toys according to the above categories and whether they are old or modern· Place toys on a timeline in accordance to when they were first used
Spring 2	Animal Kingdom	<p><u>Big Question</u> What makes an animal an animal?</p> <p><u>Key Text(s):</u> National Geographic Little Kids First Big Book of Animals by Catherine D. Hughes</p> <p><u>Pupils Should Learn</u></p> <ul style="list-style-type: none">· To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals



St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

		<ul style="list-style-type: none">· To understand the terms carnivore, herbivore and omnivore· To identify and name a variety of common animals that are carnivores, herbivores and omnivores· To name some countries or regions where certain animals are commonly found· To understand some physical geography terms and explain what they are inc. river, forest, ocean· Use world maps and atlases to identify some countries, continents and oceans studied in the topic· Use simple compass directions and direction and locational language· Devise a simple map with a key
Summer 1	The United Kingdom	<p>Big Question What makes the United Kingdom different to anywhere else in the world?</p> <p>Key Text(s): The Big Book of the UK by Imogen Russell Williams</p> <p>Pupils Should Learn</p> <ul style="list-style-type: none">· That the UK is made up of four countries and to be able to name these· To be able to locate the four countries of the UK on a map· To name the capital cities of the four countries of the UK· To identify key characteristics of the four countries and capital cities of the UK· To name, locate and identify the seas surrounding the UK· To identify seasonal and daily weather patterns in the United Kingdom· Use basic geographical vocabulary to describe physical features (e.g beach, cliff, forest, hill etc.) and human features (town, village, factory, farm etc.)· Use world maps, atlases and globes to identify the United Kingdom and its countries· Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
Summer 2	Amazing Africa	<p>Big Question What makes Africa amazing?</p> <p>Key Text(s): Anna Hibiscus by Atinuke Africa, Amazing Africa: Country by Country by Atinuke</p> <p>Pupils Should Learn</p> <ul style="list-style-type: none">· Using maps, atlases and globes, locate the continent of Africa, the country of Ghana and the city of Accra· What life is like in Ghana including information about population, language, currency, religion, national days of celebration etc.· About the physical features of Ghana: the Volta river, Mount Afadja and Lake Volta· About the climate and weather patterns in Ghana and how they compare to the UK· Some of the key human features of Ghana – cities, airports, ports, farming etc.· About the culture of Ghana including food, music, clothing and art



St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

		<ul style="list-style-type: none">· To make comparisons between what life is like in Accra and what life is like in London
Summer 2 (Refugee Week)	Refugee Week: Homes	<p><u>Big Question</u> What makes a house a home?</p> <p><u>Key Text(s):</u> 'Home' by Carson Ellis <i>'Immi'</i> by Karin Littlewood</p> <p><u>Pupils should learn</u></p> <ul style="list-style-type: none">· What home means to them· Different homes and environments across the world including: The Hanging Monasteries of Meteora, Yakutsk the world's coldest city, The Floating Villages of Cambodia and the Tipis of the Great Plains



St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

In Depth Art / DT Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Art/DT focus for topic		DT: Our Fabric Faces		Art: Fabricate	Food Technology: Let's Get Cooking	DT: Moving Pictures Traditional Tales	
Key Knowledge / Skills		<p>...all children should be able to:</p> <ul style="list-style-type: none"> • Create a template. • Create a simple design to explain what they intend to do. • Create a fabric face with support by joining pieces of fabric together and add features using appropriate materials and techniques. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • Use a template to shape a piece of fabric. • Discuss their ideas as they develop and say what their design has to do to achieve the design criteria. • Create a fabric face that reflects their own face. • Stitch two pieces of fabric together using a running stitch and add features using appropriate materials and joining techniques. • Evaluate their product saying what they like and what they could improve. 		<p>...all children should be able to:</p> <ul style="list-style-type: none"> • Create a paper loom with support. • Use paper to create a weaving. • Choose their own materials and use them creatively to decorate a product. • Use templates to design a coaster. • Use wax to transfer a simple design onto fabric. • Use a paintbrush to apply dye to change the colour of the fabric. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • Create their own loom from paper. • Weave materials into a loom, alternating between over and under. • Consider their choices of colours and materials when making and decorating a product. • Suggest why artists and craftsmakers might have decorated 	<p>...all children should be able to:</p> <ul style="list-style-type: none"> • Create a paper loom with support. • Use paper to create a weaving. • Choose their own materials and use them creatively to decorate a product. • Use templates to design a coaster. • Use wax to transfer a simple design onto fabric. • Use a paintbrush to apply dye to change the colour of the fabric. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • Create their own loom from paper. • Weave materials into a loom, alternating between over and under. • Consider their choices of colours and materials when making and decorating a product. • Suggest why artists and craftsmakers might have decorated 	<p><i>Simple recipes focusing on basic skills like peeling, spreading, and measuring with spoons.</i></p> <p>Oat and Raisin Cookies https://www.bda.uk.co.uk/resource/oat-and-raisin-cookies.html</p> <p>Basic Scones https://www.bda.uk.co.uk/resource/basic-scones.html</p> <p>Crumble in a Bag https://www.bda.uk.co.uk/resource/crumble-in-a-bag.html</p> <p>Carrot Couscous Salad https://www.bda.uk.co.uk/resource/carrot-couscous-salad.html</p> <p>Soda Bread https://www.bda.uk.co.uk/resource/soda-bread.html</p> <p>Mango and Banana Sunset Lassi https://www.bda.uk.co.uk/resource/mango-and-banana-sunset-lassi.html</p>	<p>...all children should be able to:</p> <ul style="list-style-type: none"> • Explore an existing product. • Draw a simple design. • Make a picture which has at least one moving mechanism. • Start to understand what design criteria is used for • Evaluate what they did well on their product. <p>...most children will be able to:</p> <ul style="list-style-type: none"> • Evaluate how well a product works. • Draw a simple design and add annotations. • Make a picture which aims to have two moving mechanisms. • Use design criteria to help guide the making and evaluation process. <p>...some children will be able to:</p> <ul style="list-style-type: none"> • Answer in detail a range of questions about an existing



St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

		<p>...some children will be able to:</p> <ul style="list-style-type: none">• Evaluate their own ideas and adapt their designs to make improvements.• Work independently to create their fabric faces using templates to mark out and using appropriate techniques to securely join fabric pieces they have selected.• Add features to their fabric face to represent particular characteristics.• Evaluate how effective their product is in relation to simple design criteria.		<p>their artworks or products.</p> <ul style="list-style-type: none">• Design several options for a product before selecting the best and explaining their choice.• Use wax to transfer a design to fabric.• Use a paintbrush to apply dye to their wax-resist coaster to change the colour of the fabric.• Explain the process of batik in simple terms.• Suggest products that are made using batik fabric <p>...some children will be able to:</p> <ul style="list-style-type: none">• Make choices about the width of the warp and weft in their weaving.• Use basic knowledge of the colour wheel to inform their colour choices when designing and making products.• Use the terms 'loom', 'warp' and 'weft' correctly to explain the weaving process.• Design several options for a product, making improvements to each before selecting the best and explaining their choice.	<p>Fruit Yoghurt Cups https://www.bda.uk.com/resource/fruity-yoghurt-cups.html</p>	<p>product to help explore and evaluate it.</p> <ul style="list-style-type: none">• Add detail and annotations to a design to show how different components move.• Make a picture which uses a slider, wheel and lever mechanism to make it move.• Incorporate the main features of design criteria into their product and evaluate their product in detail against design criteria.
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St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

				<ul style="list-style-type: none">• Use wax to transfer their design to fabric, thinking about the composition and using bold lines.• Use a paintbrush to apply dye to their waxresist coaster to change the colour of the fabric, experimenting with mixing more than one shade.• Use terms like 'canting', 'wax-resist' and dye' to explain the process of batik.		
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St Anne's & Guardian Angels Primary School Year 1 Curriculum Overview

Academic Year: 2025-2026

In Depth Computing Overview...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Content / Knowledge	Computing systems and networks – Technology around us <ul style="list-style-type: none"> Identify technology Identify a computer and its main parts Use a mouse in different ways Use a keyboard to type on a computer Use the keyboard to edit text Create rules for using technology responsibly 		Programming – Moving a robot <ul style="list-style-type: none"> Explain what a given command will do Act out a given word Combine forwards and backwards commands to make a sequence Combine four direction commands to make sequences Plan a simple program Find more than one solution to a problem 		Creating media – Digital writing <ul style="list-style-type: none"> Use a computer to write. Add and remove text on a computer Identify that the look of text can be changed on a computer Make careful choices when changing text Explain why I used the tools that I chose Compare typing on a computer to writing on paper 	
	National Curriculum Links	1.4 1.5 1.6		1.1 1.2 1.3 1.5		1.4 1.6