

Curriculum Overview Year 1 2025-2026



Year 1	Autumn 1 Once Upon a Twisted Tale	Autumn 1 Once Upon a Twisted Tale	Spring 1 Hot and Cold	Spring 2 Hot and Cold	Summer 1 Oh, I do like to be beside the seaside	Summer 2 Oh, I do like to be beside the seaside
Art	<p>Self-portraits inspired by Frida Kahlo and Andy Warhol. Drawing techniques. Primary colour mixing. Explore light and dark shades. Mark making, shading and proportion.</p> <p>Remembrance Day art. Christmas art. Christmas craft club.</p>	<p>Painting inspired by Rousseau. Mark making using different media (paint sticks, pencils, pens etc). Collage, using different textured paper/materials and cutting skills. Exploring and mixing secondary colours. Looking at foregrounds and backgrounds in paintings.</p> <p>Easter art.</p>	<p>Mosaic inspired by Antoni Gaudi. Experimenting using squares. Studying a photographic image to see colours and mixing those colours to make papers for mosaics. Pictures/photos from locality/</p> <p>Atkinson Art Gallery visit. Arts week: Visiting professionals. Ainsdale Show.</p>			
Computing	<p>Purple Mash Sequence of Work Purple Mash - Unit 1.1 On line safety exploring Purple Mash.</p> <p>Purple Mash - Unit 1.2 Grouping and Sorting Using the computer to generate a quiz.</p> <p>Learn about e-safety.</p>	<p>Purple Mash Sequence of Work Purple Mash - Unit 1.3 Pictograms, creating graphs and charts on computers.</p> <p>Purple Mash - Unit 1.4 Lego Builders, to learn about the importance of following instructions and ensuring that they are accurate.</p> <p>Learn about e-safety.</p>	<p>Purple Mash Sequence of Work Purple Mash- Unit 1.5 Maze explorers Using coding skills and generating a series of instructions to navigate objects around the computer screen.</p> <p>Purple Mash - Unit 1.6 Animated Story Books Use computers to tell a story. Use graphics and word processing skills to add details and effects.</p> <p>Learn about e-safety.</p>	<p>Purple Mash Sequence of Work Purple Mash- Unit 1.7 Coding Develop coding skills. Understand that coding is giving the computer a set of instructions. Understand that if the code is wrong the programme will need de-bugging.</p> <p>Learn about e-safety.</p>	<p>Purple Mash Sequence of Work Purple Mash - Unit 1.8 Spreadsheets Learn about what spreadsheet do and how to use them.</p> <p>Learn about e-safety.</p>	<p>Purple Mash Sequence of Work Purple Mash - Unit 1.9 Technology outside school. Children name and recognise technology in their own homes. What technology can the find in different rooms of their house. Where else is technology used in the local area and in the environment.</p> <p>Learn about e-safety.</p>

Design Technology	<p>Design and make a free-standing structure to get to fairyland using recycled materials.</p> <p>Test and evaluate product to determine its' functionality.</p> <p>Christmas cards and decorations.</p>	<p>Design and make a superhero cape and evaluate.</p> <p>Design an appealing product and discuss how to improve it.</p> <p>Test and evaluate product to determine its' functionality.</p>	<p>Design and make sock puppets - develop joining techniques (gluing, stapling etc).</p> <p>Test and evaluate product to determine its' functionality.</p>
Geography	<p style="text-align: center;">Our Local Area</p> <p>Locational Knowledge Locate our school building, Farnborough Road, Birkdale and Southport.</p> <p>Human & Physical Geography Identify key human and physical geography features around our school building, grounds and in the immediate locality.</p> <p>Geographical Skills & Fieldwork Use digital maps, atlases, aerial photographs, satellite images and photos of our local area to identify and locate familiar features.</p> <p>Children will construct simple keys and complete map-related fieldwork in the form of a walk around school and the local area.</p>	<p style="text-align: center;">Weather</p> <p>Locational Knowledge Locate the Equator, North Pole, South Pole and the tropics of Cancer and Capricorn.</p> <p>Human & Physical Geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and Poles.</p> <p>Geographical Skills & Fieldwork Use digital maps, atlases, globes, GIS, Met Office data and weather symbols to name and identify different types of weather patterns in locations around the world. Children will observe seasonal changes throughout the year and record their findings (cross curricular link to Science).</p> <p>Children will visit Chester Zoo as part of their Science learning about Animals. Before and during the visit children will use maps to plan and follow a route.</p>	<p style="text-align: center;">The United Kingdom</p> <p>Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place Knowledge Compare and contrast our home town with different locations around the United Kingdom, including the four capital cities.</p> <p>Human & Physical Geography Identify different coastal features around the UK, Identify key physical and human geography features, as well as famous landmarks of the four countries of the United Kingdom.</p> <p>Geographical Skills & Fieldwork Children will construct simple keys and complete map-related fieldwork in the form of a walk around Southport.</p>

History	<p>I'm making History! Exploring the History of ourselves. Making timelines about our lives and exploring changes.</p> <p>Exploring developments in communication and the achievements of Alexander Graham Bell.</p> <p>Guy Fawkes and Gunpowder Plot- have knowledge of this significant event in our country, acting out events-drama link.</p> <p>Remembrance Day-Southport links.</p>		<p>Toys- Now and Then.</p> <p>Frank Hornby- local significant figure. Evoke curiosity and enquiry. Encourage technical and descriptive vocabulary.</p> <p>History Mystery using artefacts to promote a sensory experience with emphasis on an open mindset and speaking and listening. Introduce technical language- primary/ secondary source materials.</p>		<p>History Mystery using artefacts to promote a sensory experience.</p> <p>Victorian Southport (Seaside Resort). Victorian Day. Life as a Victorian child.</p> <p>History Detective trip to Southport looking for architectural evidence of old Southport. Visit to Museum/Pier/Tunnel.</p>	
Music	<p>Charanga – Hey You! Genre: Hip Hop Sing: Autumn and harvest themed songs. Listen: Space themed John Williams and Gustav Holst (Star Wars and Planets). Play: Exploring percussion instruments with rhythm pace and pitch. Exploring steady beat. Locality Learning: Beatles Debut Single Love me do</p>	<p>Charanga – Rhythm in the way we walk and banana rap. Genre: Reggae/Rap Sing: Christmas Concert songs Listen: John Williams Play: Space themed music related to topic. Exploring instruments and different rhythms. Extra-Curricular Clubs: Little Voices Performance at Queens court Hospice Live Music: Pop Project</p>	<p>Charanga – In the groove Genre: Blues, funk, folk and Baroque. Sing: Spring themed songs Listen: Beethoven Play: Hot and cold themed music relating to topic. Exploring the role of the conductor. Locality Learning: Beatles All you need is love</p>	<p>Charanga - Round and round. Genre: Latin Sing: Growth mindset songs relating to SEAL and PSED. Listen: Rainforest sounds Beethoven Play: Pulse/Rhyme Exploring long and short sounds using instruments. Rainforest music.</p>	<p>Charanga – Your imagination. Genre: Pop Sing: Summer themed songs Listen: Handel – Water related music Play: Glockenspiels Seaside/water themed music relating to topic. Extra-curricular clubs: Little voices</p>	<p>Charanga – Recap and revisit Genre: Classical Sing: Summer Concert songs. Listen: Handel - Water related music Play: Arts Week Themed</p>
PE	<p>Gymnastics and CPD Multi skills/circuit training Games Dance and movement</p>	<p>Gymnastics and CPD Multi skills/circuit training Games Dance and movement</p>	<p>Games- throwing and catching Dance Multi skills Yoga</p>	<p>Games- kicking Dance Multi skills Yoga</p>	<p>Games- striking Tennis Athletics Gymnastics Multi skills</p>	<p>Tennis Athletics Gymnastics Multi skills</p>

Practise Perfect Mindset – Makes Growth

Talk about how we are all special and unique. Are we all good at the same things? Now that you're growing up what can you do? What are you responsible for doing? How will things change when you get older?

Set goals and **understand** the importance of practising.

Being Responsible – Water Spillage

Know how to help people around you. **Understand** the things you are responsible for. **Know** how to and the importance of preventing accidents.

Whole Class Activity – 'Step Into Someone Else's Shoes'

Feelings + Emotions – Jealousy

Recognise and **name** emotions and their physical effects. Difference between pleasant and unpleasant emotions. **Coping** with unpleasant and uncomfortable emotions. **Communicating** feelings with and without words.

Friendship Week

Understands what makes a good friendship. **Knows** how to be a good friend. **Celebrate** our uniqueness and how we are special.

Relationships – Bullying

Identify a range of feelings. Why we care about others feelings. **Identify** bullying behaviours. How to cope with Bullying behaviour.

Online Bullying – incl. name calling

Understand how online activity can affect others. **Identify** negative aspects of technology. Know who and how to ask for help. When to take a break from being online + playing games. **Recognise** kind and unkind comments.

Negative/ Positive Feelings + Reactions

Can **name** a range of positive and negative emotions. Knows how a range of emotions make us feel. Can **name** ways to cope with different emotions. **Understands** that all emotions are OK to feel. **Understands** that people may feel differently to different things/ in different situations.

Healthy Eating Hand Washing Brushing Teeth

How do we keep ourselves healthy? Need food to help us be healthy and grow. Can **list** healthy foods. **Understand** how germs spread and how they affect our health. **Understands** the importance of brushing teeth. Difference between healthy and unhealthy choices. Links to mental health.

Mental Health

Understands that humans can experience a range of emotions. Can **name** different emotions. To **recognise** how others are feeling.

Medicine + Drugs

Understand that medicines are needed to help us feel better.

Road Safety

John Toker LA Road Safety talk. **Practise** crossing roads. Why is it important to stay safe crossing roads? **Recognise** safe places to cross roads. Safe and Risky choices. Different ways to help stay safe.

Beach/ Sun/ Water Safety

Visit to Southport beach. **Understand** warning flags. Sinking sand Dangers on the beach and in the water. Visit to school from Coast Guard – safety in the sea. How to stay safe in the sun.

Staying Safe At Home/ with families

To **recognise** safe and risky situations at

Growing In Our World – links to changes in self and families

Can **talk** about how we grow and know that our needs change. Talks about how families differ and how every family is special. Can **talk** about common features of family life. **Talk** about different groups they belong to.

Transition – Change

Children **identify** and **talk** about change and how they feel. To **talk** about appropriate response to those emotions.

	<p>PSHE books</p>	<p>To be confident to say 'no' when they are uncomfortable or don't like an action.</p>		<p>Can name trusted adults who administer medicine.</p>	<p>home (e.g. knives, fire alarm etc). Know ways to stay safe when out with family.</p>	
<p style="text-align: center;">RE</p>	<p>Key question: Who is a Christian and what do they believe? Recognise Christian symbols and images used to express ideas about God. Talk about some simple ideas about Christian beliefs about God and Jesus. Re-tell stories that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. Talk about issues of good and bad, right and wrong arising from the stories. Ask questions about believing in God and offer some ideas of their own. Make links between what Jesus taught and what Christians believe and do.</p> <p>Key question: How and why do we celebrate special and sacred times? Identify a special time they celebrate (Christmas) and explain simply what celebration means. Talk about ways in which Jesus was a special person who Christians believe is the Son of God.</p>	<p>Key question: What does it mean to belong to a faith community? Talk about what is special about belonging to a group. Recognise and name some symbols of belonging from their own experience, in Christianity and Judaism, suggesting what these might mean and why they matter to believers. Give an account of what happens at a traditional Christian baptism and suggest what the actions and symbols mean. Identify ways people show they belong to each other when they get married. Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences.</p> <p>Key question: How and why do we celebrate special and sacred times? Collect examples of what people do, give, sing, remember or think about at Easter.</p>	<p>Key question: What makes some places sacred? Recognise that there are special places where people go to worship, and talk about what people do there. Identify special objects and symbols found in a place where people worship and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches and synagogues show what people believe. Ask questions during a school visit about what happens in a church. Develop an awareness that people regularly worship God in different ways.</p>			

Science

Everyday materials

Children **distinguish** between an object and the material from which it is made. They **identify** and **name** a variety of everyday materials: **describing** their simple physical properties and **comparing** and **grouping** on the basis of those properties.

Local Walks.

Seasonal changes.

Animals including humans

Children **identify, name, draw** and **label** the basic parts of the human body and **say** which part of the body is associated with each sense.

Seasonal changes.

Animals

Children **identify** and **name** a variety of common animals including fish, amphibians, reptiles, birds and mammals. They **identify** and **name** some common animals that are carnivores, herbivores and omnivores. They **describe** and **compare** the structure of a variety of common animals.

Science & Technology Week.

Zoo Visit.

Seasonal changes.

Plants

Children **identify** and **name** a variety of common wild and garden plants including deciduous and evergreen trees. They **identify** and **describe** the basic structure of a variety of common flowering plants, including trees.

Beach Trip Local Parks.

Flower Show.

Seasonal changes.