

Curriculum Overview – Year 1 – 2025-26

	Topic 1 (Autumn 1)	Topic 2 (Autumn 2)	Topic 3 (Long: Spring 1 and 2)	Topic 4 (Long: Spring 1 and 2)	Topic 4 (Summer 1)	Topic 6 (Summer 2)
	<i>This is Me</i>	<i>Toys Through the Years</i>	Influential People Florence Nightingale	Plymouth Local Study & The Mayflower Journey Hot & Cold Deserts	Ready, Steady ...Grow	Location, Location, Location
	We are... unique	We are... toy historians	We are... trail blazers	We are... local historians/explorers	We are... environmentalists	We are... geographers
	Parental engagement: Year Parent 1 introduction	Parental engagement: Christmas Show	Parental engagement: Open afternoon to share Van Gogh art work	Parental engagement: Gymnastic 'Show Week'	Parental engagement: Sports day	Parental engagement: Art week End of year learning showcase
	Community links: Community Walk- Local enquiry: to identify Physical and human features	Community links: Invite Mr Renouf in to show toys from the past Trip to Dartmoor Zoo	Community links: Adrian Chapman Day - Florence Invite a local nurse to discuss their career.	Community links: Invite past staff member or student to answer questions on the local area. Walk around and look for clues to how things used to be. Trip to The Box'	Community links: RE visitor	Community links: Trip to Stover Country Park

History		<u>The History of Toys</u> Chronological Understanding Sequence images of key events and objects in chronological order e.g events related to a family life in the past in correct order. Chronological Understanding Begin to develop an awareness of the past, using common words and phrases relating to the passing of time. Interpretation of History Begin to identify different ways that the past is represented. (e.g. photos, stories, adults talking about the past, films Historical Terms Use terms relating to the passing of time: 'old' and 'new', 'past' and present'. Interpretation of History Begin to identify different ways that the past is represented. (e.g. photos, stories, adults talking about the past, films) Knowledge and understanding of events, people and changes in the past Recognise some similarities and differences between the past and present Historical Enquiry Sort artefacts "then" and "now". Use as wide a range of sources as possible. Organisation and communication Communicate ideas about the past through discussions, pictures drawn by children, drama/role play, models and writing	Chronological Understanding Begin to develop an awareness of the past, using common words and phrases relating to the passing of time. Knowledge and understanding of events, people and changes in the past. Explore why people did things in the past through drama. Historical Terms Use terms relating to the passing of time: 'old' and 'new', 'past' and present'. Knowledge and understanding of events, people and changes in the past Recall some facts from stories about the past. Historical Enquiry Ask and answer questions related to different sources and objects. Organisation and communication Communicate ideas about the past through discussions, pictures drawn by children, drama/role play, models and writing		

Geography	<u>Geography of the Local Area – What is it like to live in Plymouth?</u> Locational & Place Knowledge. Locate their home city. Express own views about a place, people & environment. What is it like to live in Plymouth? Verbalise and write about similarities and differences between their own locality & their homes. . Ask simple geographical questions. Field trip observational walk. Develop further knowledge about the local area, including surrounding streets & buildings & how the Vale was once a flood plain – Reasoning and interpreting how our Vale is shaped. Geographical Skills & Fieldwork Use world maps, atlases and globes to identify Plymouth. Study and recognise features in aerial photos of Plymouth. Use simple maps of the local area. Human & Physical Geography Use basic geographical vocabulary to refer to: key physical features including: beach coast, season: weather. key human features, including: city, town, village, farm, house and shop. Categorising human & physical features. Understand & compare the difference between the natural & manmade environment. Ask questions & discuss the weather and seasons on going through class weather chart – see science. Express opinions about the seasons and relate to changes.				<u>Hot & Cold Deserts – Why don't Penguins like to fly?</u> Locational and Place Knowledge Describe the difference between land and water. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Locate the hot and cold deserts of the Sahara & Antarctic. Discuss global warming and how this can lead to extreme weather. Show care and concern for the environment – local litter pick. Geographical Skills - Use world maps, atlases and globes to identify & locate hot & cold deserts.	<u>The 4 Nations of the UK and their Cities & Cultures</u> Locational and Place Knowledge Observe and record – Identify seasonal and daily weather patterns in the UK (ongoing) Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the surrounding seas of the UK. Geographical Skills - 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.

Art		Artist- Wassily Kandsinky Drawing- During this unit, the children will experiment drawing a variety of lines and 2D shapes, linking to the artist Wassily Kandinsky. They will practise mark making with a range of materials, such as: paint, pencil, oil pastels and chalk. For their end of unit outcome, the children will create a piece inspired by Wassily Kandinsky. L1: Can I create a shared artists page? L2: Can I experiment making marks with different mediums? L3: Can I experiment making marks with different mediums? L4: Can I respond to a piece of music through mark making? L5: Can I respond to music through use of colour? L6: Can I create a final piece based on the work of Kandinsky?	Artist- Vincent Van Gogh Painting- During this unit, the children will learn the primary and secondary colours and how to make them. They will then develop their understanding how to make colours lighter and darker through experimenting. Their final piece will be inspired by Vincent Van Gogh's Sunflowers as well as 'Green Wheat Fields'. L1: Can I identify the primary and secondary colours? L2: Can I make colours lighter and darker? [using black and white] L3: Can I learn about Van Gogh and his work? L4: Can I practise mixing different shades of greens? L5: Can I create a shared vision of our inspired piece? L5: Can I create a final piece inspired by Vincent Van Gogh?	Artist- Angela Schwer 3D Art/ Clay- By the end of this unit, the children will have used the environment as a stimulus for their final piece. They develop their knowledge of pulling, pinching and smoothing clay as well as adding patterns and textures to clay. Their final pieces will be to create woodland animal faces using natural resources around them. L1: Can I find different patterns, colours and shapes in the environment? L2: Can I pull, pinch and smooth clay to make different shapes? Skills: L3: Can I learn about Angela Schwer and her work? L4: Can I use different techniques to add patterns to clay? L5: Can I draw woodland creatures? [Idea development] L6: Can I create a woodland creature out of clay?	Artist- Cassandra Tondro Printing- In this unit, the children will develop an understanding of what printing is and how it is done through using a range of objects to get prints from [such as lego, leaves, sponge]. The children will explore creating pattern. Looking at the work of Cassandra Tondro, they will create their own leaf monoprint. L1 (Thu) Can I know what printing is? L2: (Fri) Can I create prints using a variety of objects? L3 (Mon): Can I create a range of repeated patterns? L4 (Tue): Can I learn about Cassandra Tondro and her work? L5 (Thu): Can I create a monoprint of a leaf? L6 (Fri): Can I create a repeated monoprint with leaves?	

DT		<u>Mechanisms: sliders and levers</u> Moving Christmas card Prior learning • Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Making • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. Evaluating • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. Technical knowledge and understanding • Explore and use sliders and levers. • Understand that different mechanisms produce different types of movement. • Know and use technical vocabulary relevant to the project.	<u>Food: Preparing fruits and vegetables</u> Smoothies Prior learning • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils. Designing • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. Making • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Evaluating • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. Technical knowledge and understanding • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. • Know and use technical and sensory vocabulary relevant to the project.			<u>Structures: Freestanding structures</u> Play equipment model Prior learning • Experience of using construction kits to build walls, towers and frameworks. • Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • Experience of different methods of joining card and paper. Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. Making • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. Evaluating • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Technical knowledge and understanding • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.
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Science	<u>Animals including humans:</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals		<u>Everyday Materials</u> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.		<u>Plants</u> Identify and name a variety of common animals, including, fish, reptiles, amphibians, birds and mammals. Identify and name a variety of common, wild and garden plants. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name deciduous and evergreen trees.	<u>Animals including humans:</u> Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
	<u>Seasonal Changes (taught at the start of every long term and throughout CP)</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <u>Working scientifically:</u> Asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions					
RSHE	Relationships - Respecting ourselves and others Consider how behaviour affects others; what it means to be kind, polite and respectful and how to treat others, including people they don't know and in familiar settings like the classroom.	Relationships - Families and friendships Learn about the roles of different people, different types of families and what it means to be part of a family, feel loved and be cared for. Relationships - Safe relationships Learn how to stay safe, including online and with new people and when it is important to ask for/ give permission.	Living in the Wider World - Belonging to a community Learn what rules are, what it means to care for others' needs, personal responsibilities and looking after the environment. Living in the Wider World - Media literacy and digital resilience Learn how to stay safe online. Begin to learn about using the internet and digital devices carefully and how to communicate safely online.	Living in the Wider World Money and work Consider personal strengths and interests and explore jobs in the community; identify strengths and interests linked to earning money and careers.	Health and Wellbeing - Physical health and well being Explore what it means to be health. Know about healthy and unhealthy food and and exercise. Know about basic hygiene routines and how to keep safe in the sun.	Health and Wellbeing Growing and changing Recognise what makes them unique and special; explore their feelings; including managing them when things go wrong. Health and Wellbeing - Keeping safe Begin to understand how rules and age restrictions help them.

Music	<u>*Exploring sounds</u> We are Musicians: Sounds around our home. Children will use their voices to speak/sing and chant. *They will be able to copy and clap a rhythmic pattern, listening, rhythmic patterns. * They will choose sounds to represent different things. The little train in the Capira, Haydn clock symphony. * They will say whether they like or dislike a piece of music.	<u>*Exploring duration: Toy box composition.</u> We are sound producers * They will make different sounds with instruments. * They will be able to identify changes in sounds. Children will be able to make different sounds with their voice. * they will say whether they like or dislike a piece of music. The Nutcracker Tchaikovsky	<u>Exploring pulse & Rhythm: Castle dance music</u> We are performers *They will be able to copy and clap a rhythmic pattern. *They will be able to practice moving to and performing a steady beat. * They will recognise repeated patterns. * They will use instruments to perform and will be aware the need to look at an audience during their performance.	<u>Exploring pitch: The frog prince, melody composition, we are story score writers.</u> *Children will use their voices to speak/sing and chant * They will be able to repeat (short rhythmic and melodic) patterns. * They will repeat and improvise a sequence of sounds. * They will use instruments to perform and will be aware the need to look at an audience during their performance . Children will respond to different moods in music * They will say how a piece of music makes them feel. Fanfare: Zadock the priest.	<u>Exploring sounds and symbols with a focus on timbre & dynamics: Garden composition</u> We are composers * They will be able to show sounds by using pictures. * They will use instruments to perform and will be aware the need to look at an audience during their performance . *They will follow simple instructions about when to play or sing. Copeland: Hoe down, Debussy, garden in the rain	
PE	Fundamentals Skills: Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope. Knowledge: Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster. Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. Jumping: know that landing on the balls of my feet helps me to land with control. Hopping: know that I should hop with a soft bent knee. Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.	Ball skills Skills: Sending: roll and throw with some accuracy towards a target. Catching: begin to catch with two hands. Catch after a bounce. Tracking: track a ball being sent directly. Dribbling: explore dribbling with hands and feet Knowledge: Sending: know to face my body towards my target when rolling and throwing underarm to help me to balance. Catching: know to watch the ball as it comes towards me. Tracking: know to move my feet to get in the line with the ball. Dribbling: know that moving with a ball is called dribbling.	Dance Skills: Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience Knowledge: Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.	Gymnastics Skills: Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curled. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus. Knowledge: Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.	Athletics Skills: Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy Knowledge: Running: understand that if I swing my arms it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further. Throwing: know that stepping forward with my opposite foot to hand will help me to throw further. Rules: know that rules help us to play fairly.	Fitness Skills: Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success. Co-ordination: explore co-ordination when using equipment. Speed: explore running at different speeds. Strength: explore exercises using my own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel. Knowledge: Agility: understand that bending my knees will help me to change direction. Balance: know that looking ahead will help me to balance. Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. Speed: understand that if I swing my arms it will help me to run faster. Strength: understand that exercise helps me to become stronger. Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.

Computing	Computing Systems and Networks - Technology around us 1. To identify technology. 2. To identify a computer and its main parts. 3. To use a mouse in different ways. 4. To use a keyboard to type on a computer. 5. To use a keyboard to edit text. 6. To create rule for using technology responsibly.		Programming A – Moving a robot 1. To explain what a given command will do. 2. To act out a given word. 3. To combine forwards and backwards commands to make a sequence. 4. To combine four direction commands to make sequences. 5. To plan a simple program. 6. To find one or more solution to a problem.		Creating media – Digital writing 1. To use a computer to write. 2. To add and remove text on a computer. 3. To identify that the look of text can be changed on a computer. 4. To make careful choices when changing text. 5. To explain why I have used the tools I chose. 6. To compare typing on a computer to writing on paper.	Grouping Data Science Topic Link 1. To label objects. 2. To identify that objects can be counted. 3. To describe objects in different ways. 4. To count objects with the same properties. 5. To compare groups of objects. 6. To answer questions about groups of objects.

RE	What does it mean to belong to a faith community? <u>Learning Outcomes:</u> <u>Make sense of beliefs:</u> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people. <u>Understand the impact:</u> • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) <u>Make connections:</u> • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	What do Christians believe God is like? <u>Learning Outcomes:</u> <u>Make sense of belief:</u> • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians <u>Understand the impact:</u> • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) <u>Make connections:</u> • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make.	Who is Jewish and how do they live? <u>Spring 1 Learning Outcomes:</u> <u>Make sense of belief:</u> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <u>Understand the impact:</u> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <u>Make connections:</u> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. <u>Spring 2 Learning Outcomes:</u> <u>Make sense of belief:</u> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <u>Understand the impact:</u> • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might	Who do Christians say made the world? <u>Learning Outcomes:</u> <u>Make sense of belief:</u> • Retell the story of Creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world <u>Understand the impact:</u> • Give at least one example of what Christians do to say 'thank you' to God for Creation <u>Make connections:</u> • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	How should we care for the world and for others, and why does it matter? <u>Learning Outcomes:</u> <u>Make sense of belief:</u> • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world <u>Understand the impact:</u> • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world <u>Make connections:</u> • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
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			remember God in different ways (e.g. mezuzah, on Shabbat) <u>Make connections:</u> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.		
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