



Y1 2025-2026

Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	Autumn 1 <i>Tales from our Land</i> (8 weeks)	Autumn 2 <i>Remember, Remember</i> (7 weeks)	Spring 1 <i>Flight</i> (6 weeks)	Spring 2 <i>The world and my school</i> (5 weeks)	Summer 1 <i>Explorers</i> (6 weeks)	Summer 2 <i>Our local park</i> (7 weeks)
Enrichment Experiences	Local area walk	Grandparent Visit	Manchester Airport			Local area walk to park
British Values and SMSC	Creativity	Peace	Trust	Forgiveness	Justice	Thankfulness
English – Writing (Literacy Tree)	Goldilocks Jim and the Beanstalk	I want my hat back Send for a superhero	Beegu Sidney Stella and the Moon	Lost and Found Yeti and The Bird	Look Up! The Comet	Leo the Octopus Dadanji's Paintbrush
English – Reading (Pathways)	Pathways begins in Spring 1 to allow for transition		The Koala who could	The Friendly Mammoth	Commotion in the ocean	Animals Find it! Explore it! More than 250 things to find, facts and photos!
Spelling, Grammar and Punctuation	<p><i>Grammar and Punctuation</i></p> <ul style="list-style-type: none"> • Can I leave spaces between words? • Can I join words and joining sentences using 'and'? • Can I punctuate some sentences using a capital letter and a full stop, question mark or exclamation mark? • Can I use capital letters for the names of people, places, days of the week and the personal pronoun I? • Can I use the grammatical terminology in English NC Appendix 2 and discuss my writing? <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Can I sit correctly at a table, holding a pencil comfortably and correctly? • Can I begin to form lower-case letters in the correct direction, starting and finishing in the right place? • Can I form capital letters? • Can I understand which letters belong to which handwriting families (<i>i.e. letters that are formed in similar ways</i>) and practise these? • Can I form digits 0-9 (<i>correcting reversals</i>)? <p><i>Spelling</i></p> <ul style="list-style-type: none"> • Can I spell: words containing each of the 40+ phonemes already taught? • Can I spell: most common exception words (35 out of 45)? • Can I spell: the days of the week? • Can I name the letters of the alphabet in order? • Can I use letter names to distinguish between alternative spellings of the sound? • Can I use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs? • Can I use the prefix -un to change the meaning of verbs and adjectives? • Can I use -ing, -ed, -er and -est where no change is needed in spelling the root words (<i>helping, helped etc.</i>)? • Can I apply simple spelling rules and guidelines? – NC Appendix 1 <p>Can I write from memory simple sentences dictated by the teacher that include words using the GPCs and CEWs taught so far?</p>					



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Maths (White Rose)	Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape <i>Consolidation</i>	Number: Place Value (within 20) Number: Addition and Subtraction (within 20) Number: Place Value (within 50) Measurement: Length and Height Measurement: Mass and Volume	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time Consolidation			
Geography	Tales from our land (Geography of our school, playground and local area) (CT)		The World and My School (Gr)		Our Local Park (Gr)	
	Identify seasonal and daily weather patterns in the United Kingdom					
History		Changes within living memory	Events beyond living memory that are significant nationally or globally Significant historical events, people (<i>Wright Brothers and Amelia Earhart</i>)		Significant historical events, people (<i>Charles Darwin, Neil Armstrong, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary</i>)	
Science (Kapow)	Everyday Materials (6 lessons)	Seasonal Changes (4 lessons)	Sensitive Bodies (6 lessons)	Comparing Animals (6 lessons)	Introduction to plants (6 lessons)	Making connections: Investigating science through stories (5 lessons)
Art & Design (Kapow)	Drawing – Make your mark (5 lessons)		Sculpture and 3D – <i>Paper play</i> (5 lessons)	Craft and design – <i>Woven wonders</i> (5 lessons)		Painting and mixed media – <i>Colour splash</i> (5 lessons)
D&T (Kapow)	Structures – <i>Constructing a windmill</i> (4 lessons)	Mechanisms – <i>Wheels and axles</i> (4 lessons)			Textiles – <i>Puppets</i> (4 lessons)	Cooking and Nutrition – <i>Fruit and vegetables</i> (6 lessons)
Music (Charanga)	Hey You!	Rhythm in the way we walk and banana rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Music (SMS)	Rhythm and composition A Storytime cat / monkey / rest	Ensemble singing and performance	Playing and Performing A		Inter-related dimensions of music A Sounds Interesting	Musical appreciation and singing (ensemble, solo, duet and small group performance)
Spanish (Language Angels)	Colours and Numbers (E)		Transport (E)		Greetings (E)	
RE	<u>BELIEVING</u> Who is Christian and what do they believe?	<u>LIVING</u> What does it mean to belong to a faith community?	<u>EXPRESSING</u> How and why do we celebrate special and sacred times?		<u>EXPRESSING</u> What makes some places sacred?	



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Computing	Computing systems and networks – Technology around us	Creating media – Digital painting	Programming A – Moving a robot	Data and information – Grouping data	Creating media – Digital writing	Programming B – Introduction to animation			
PE	Attack, Defend and Shoot Unit 1 Gymnastics Unit 1	Attack, Defend and Shoot Unit 2 Dance Unit 1	Send and Return Unit 1 Dance Unit 2	Send and Return Unit 2 Gymnastics Unit 2	Hit Catch Run Unit 1 Run Jump Throw Unit 1	Hit Catch Run Unit 2 Run Jump Throw Unit 2			
PSHE & RSE	Relationships			Health and Wellbeing			Living in the wider world		
	Families and friendships	Safe relationships	Respecting ourselves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe	Belonging to a community	Media literacy and digital resilience	Money and work
	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community