

TOPIC OVERVIEW SHOWING OBJECTIVES TAKEN FROM THE NATIONAL CURRICULUM

Year Group: 1 Term: Autumn 2025

SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
Pupils should be taught to: - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - 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	Pupils should be taught: - An awareness of the past, using common words and phrases relating to the passing of time. - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Pupils should be taught to: - Identify seasonal and daily weather patterns in the UK - Use basic geographical vocabulary to refer to key physical features including weather and seasons	Pupils should be taught to: - make sense of a range of religious and non-religious beliefs - understand the impact and significance of religious and non-religious beliefs - make connections between religious and non-religious beliefs, concepts, practices and ideas studied
ART	DESIGN AND TECHNOLOGY	Music	ICT
Pupils should be taught: - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	When designing and making, pupils should be taught to: - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates and mock ups. - Use the basic principles of a healthy and varied diet to prepare dishes. - Understand where food comes from. - Evaluate their ideas against design criteria. - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria.	Children should be taught to: - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music	Pupils should be taught: - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Learn where the keys are located on the keyboard - To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art.

PHYSICAL EDUCATION	PSHE and Relationships Education	COMMUNICATION, LANGUAGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
Children should be taught to: - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.	Children will explore: - How families can be different, the characteristics and impact of positive friendships, learning that issues can be overcome, people show feelings differently and that stereotyping is unfair.	Children should be taught to: - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - participate in discussions, presentations, performances, role play, improvisations and debates	Children should be taught to: - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

SUGGESTED ACTIVITIES LINKED TO THE NATIONAL CURRICULUM OBJECTIVES

SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
- Match body parts to its name - Link the body part with each sense - Label a human body - Explore how we cannot see when it is dark - Complete a sound walk around school - Taste and describe a range of foods - Observe changes over seasons - Sort objects into materials - Rock hunt - Material hunt around school - Label objects and materials - Investigate melting, freezing, floating, sinking and absorbency	- Ordering photographs on a simple timeline - Discussing similarities and differences - Talk about memories and place these on a timeline - Recall events celebrated throughout the year - Recognise similarities and differences between how people celebrate events - Ask questions about the past and compare the past to today	- Order the months of the year and recognise seasons - Spot the differences between the seasons - Complete a scavenger hunt to find clues and decide which season we are in - Choose a type of weather and decide on suitable clothing - Record the daily weather in our area - Explore how the weather affects different jobs	- Read scenarios and decide if they show kind or unkind behaviour - Draw and label something they did/something someone did for them that showed the value of kindness - Write a letter/card thanking for a neighbour - Create a kindness tree - Retell the story of The Good Samaritan - Write a pledge to join the kindness club - Draw a picture of themselves wearing something that makes them feel special - Explore 'Hats of Faith' book - Design a swirling hijab - Draw clothing and items in Jewish and Buddhist families - Draw and label items and clothing that are special to them or someone they know
ART	DESIGN AND TECHNOLOGY	MUSIC	ICT
- Draw different shapes while exploring different pencil grips - Explore how one pencil can create different amounts of value - Draw an animal without lifting their pencil away from the paper - Create a page in their sketchbooks full of doodles - Experiment with lines to create a mountain - Create art inspired by Christa Rijneveld	- Identify fruits - Describe where fruits and vegetables grow - Practise food preparation skills - Select ingredients for a recipe - Apply food preparation skills to a recipe - Evaluate against the design brief	- Say and clap our name - Clap in time to the music - Sing names - Hold the pulse - Play the rhythm of names - Repeat short rhythmic patterns - Create and play a rhythm	- Locate examples of technology in the classroom and how these help us - Name the main parts of a computer - Switch on and log into a computer - Use a mouse to click and drag, open a program and to create a picture - Type using a keyboard - Create digital art using dragging, dropping and clicking skills
PHYSICAL EDUCATION	PSHE and Relationships Education	COMMUNICATION, LANGUAGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
- Fundamentals - Gymnastics - Ball skills - Fitness	Family and relationships - Explain rules that help everyone learn - Draw and label a picture of their family - Discuss what makes a good friend - Role play helping friends - Understand that animals need different types of care - Build a tower and understand the skills needed to work together in a group	Singing in Music Asking and answering questions in History, Science, Geography Role play throughout lessons	Using time language in History Using shape names in Design & Technology Numbers on keyboard in Computing
		TRIPS AND VISITORS	
		History: Visitor to discuss childhood in the 1960s.	