

TOPIC OVERVIEW SHOWING OBJECTIVES TAKEN FROM THE NATIONAL CURRICULUM

Year Group: 1

Term: Spring 2026

SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
Pupils should be taught: - Identify and describe the basic structure of a variety of common flowering plants, including trees. - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Working scientifically - Asking simple questions and recognising that they can be answered in different ways. - Gathering and recording data to help in answering questions. - Identifying and classifying - Using their observations and ideas to suggest answers to questions.	Pupils should be taught: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Pupils should be taught: - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Pupils should be taught: - Creation themes and origins of the world by retelling creation themes and exploring how science can help us understand the world - The origins and purpose of the natural world and the relationship with humans by explaining how the natural world is understood and how we should behave towards it - Notice and respond sensitively to some similarities between different religions and their relationships with faith, humans, nature and society
ART	DESIGN AND TECHNOLOGY	Music	ICT
Pupils should be taught: - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. - to develop various art and design techniques using colour, pattern, texture, line, shape, form and space.	When designing and making, pupils should be taught to: - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. - 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.	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 - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Pupils should be taught: - To understand that an algorithm is when instructions are put in an exact order. - To know that input devices get information into a computer and that output devices get information out of a computer. - To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. - To know that we call errors in an algorithm 'bug' and fixing these 'debugging'. - To understand the basic functions of a Bee-Bot. - To know that algorithms move a bee-bot accurately to a chosen destination.

PHYSICAL EDUCATION	PSHE and Relationships Education	COMMUNICATION, LANGUAGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
Children should be taught to: • develop fundamental movement skills • become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance • engage in competitive (both against self and against others) physical activities • 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. • participate in team games, developing simple tactics for attacking and defending.	Children will know a number of adults in school, know that they should speak to an adult if they are ever worried, understand ways to keep safe and not get lost, know the number for the emergency services and their own address, know that some types of physical contact are never acceptable, know what can go into or onto the body and when they should check with an adult, understand that there are hazards in the houses and know how to avoid them and name jobs that people do to keep us safe.	Oracy throughout Acting out a news report Presenting a weather report	Counting beats Algorithm links

SUGGESTED ACTIVITIES LINKED TO THE NATIONAL CURRICULUM OBJECTIVES

SCIENCE	HISTORY	GEOGRAPHY	RELIGIOUS EDUCATION
- Plant seeds in winter and observe growth inside - Group images of mammals based on whether they can be kept as pets or live in the wild - Ask questions about each other's pets to identify similarities and differences between different mammals - Draw and label features of two birds (one that can fly and one that cannot) - Complete a bird watch to record data and pattern seek - Sort images of animals into groups - Label the features of a goldfish - Go to the pond to look for amphibians - Group reptiles in different ways - Identify, group and classify based on whether the animal is a carnivore, herbivore or omnivore - Create a feeding station, wildflower garden, vegetable patch or wildflower seed bombs - Record weather changes throughout the week	- Draw and label pictures of favourite toys - Create a toy timeline of toys we play with as we grow older - Listen to a visitor speak about what toys they used to play with - Draw and label a toy that their parents/grandparents played with - Sort and sequence toys from different time periods onto a timeline - Identify similar toys from different periods - Identify differences between toys - Explain changes and similarities between teddy bears from now and 100 years ago	- Locate the four countries, four capital cities and surrounding seas on a map - Sort photos into human and physical features - Write a postcard explaining a day in a capital city - Write an information text on one of the countries in the UK	- Retell the story of creation from the Bible by ordering the pictures and adding captions - Understand why Jewish families light candles on Friday evenings - Compare the different interpretations of the creation story - Explore what the Muslim story of creation is - Find out what humanists do to find meaning and their beliefs on ideas from science - Explain different beliefs about the origins of the world - Explain how and why people might care for the world
ART	DESIGN AND TECHNOLOGY	MUSIC	ICT
- Identify primary colours and mix to make secondary colours - Create own abstract art inspired by artist Tariku Shiferaw - Paint an abstract painting inspired in some way by Hilma af Klint - Paint an abstract painting inspired by a feeling - Talk about and evaluate own and others abstract art	- Explore how fabrics are made and used - Thread a needle and make stitches - Sketch a design for a piece of bunting - Stitch a design for a piece of bunting - To evaluate a design of stitches	- Learn the musical vocabulary pulse and tempo - Explain what dynamics, timbre, texture, structure, pitch and rhythm are - Understand key musical vocabulary - Use voices expressively to speak and chant - Select suitable instrumental sounds to represent a character - Compose and play a rhythm - Keep the pulse using untuned instruments	Online-safety workshop Follow-up online safety work, instructions on how to stay safe online and a poster. - Programming with Beebots - Date and information (grouping data)
PHYSICAL EDUCATION	PSHE and Relationships Education	COMMUNICATION, LANGUAGE AND LITERACY LINKS	MATHEMATICAL DEVELOPMENT LINKS
Net and wall Sending and receiving Striking and fielding (Chance to Shine Cricket) Target games	Safety: Discussions on – - Familiar/unfamiliar adults - What to do if you get lost - Making an emergency phone call - Healthy bodies - Similarities and differences between us - Online Safety – things that are real or make believe, rules to keep safe when using technology, what personal information is and why work I create using technology belongs to me	Oracy throughout Acting out a news report Presenting a weather report	Counting beats Algorithm links
		TRIPS AND VISITORS	
		Wardown Park Museum – Toys Ducklings	