

Drivers

For Our Curriculum:

*Excellence Inclusivity Community Diversity Challenging Reflective*

For Our Pupils:

*Knowledgeable Motivated Curious Healthy Resilient Independent Creative*

Goostrey Community Primary School

Year 1 Curriculum Overview

Academic Year: 2025-2026

Teacher(s): Mrs G Carew

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|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | | **Spring 2** | | | | **Summer 1** | **Summer 2** | |
|  |  | |  | |  | | |  | | | |  |  | |
| **ENGLISH** | **Labels, lists and captions-** Dangerous and Not a stick.  Exhibition writing-  Nibbles the Book Monster | | **Traditional Tale Narrative and Instructions** -Rapunzel by Bethan Woollvin. | | **Finding Story and Recount Messages**- Major Glad, Major Dizzy by Jan Oak- | | | **Detective Narrative and Letters -** Hermelin by Mini Grey**.** | | | | **Portal Narrative** Where the wild things are by | **Return Story and Postcards** - The Secret of Black Rock by Joe Todd-Stanton. | |
| **MATHS** | Number and Place Value (within 10)  Addition and Subtraction (within 10) | | Number and Place Value (within 20)  Addition and Subtraction (within 20)  Geometry - properties of shape | | Number and Place Value (within 50) | | | Counting in multiples of 2, 5 and 10  Measurement- length and height | | | | Multiplication and division  Fractions  Geometry- position and direction | Number and Place Value (within 100)  Measurement- money  Time | |
| **Science** | Scientific Enquiry Continuous | | | | | | | | | | | | | |
| **Science** | Animals, including humans  (naming animals and body parts)  Seasonal Changes / Who am I? | | Animals, including humans  Seasonal Changes  Everyday Materials  (ongoing throughout the year)  Celebrations | | Animals, including humans  Seasonal Changes  Everyday Materials  (ongoing throughout the year)  Polar Places | | | Animals, including humans  (naming animals and body parts)  Seasonal Changes  Everyday Materials  (ongoing throughout the year)  Animal characteristics – birds, invertebrates and mammals | | | | Animals, including humans  Seasonal Changes  Everyday Materials  (ongoing throughout the year)  What we can see where we live (animals and plants). | Animals, including humans  Seasonal Changes  Everyday Materials  (ongoing throughout the year)  Holiday- Sea shore animals | |
| **Computing** | Digital Literacy – continuous – cross-curricular | | | | | | | | | | | | | |
| E-safety  Introductory Song  Exploring media- 2 art. | | Purple Mash  Pictograms  Purple Mash  Grouping and sorting | | E Safety | | |  | | | | Coding – Beebots and  Purple Mash mazes |  | |
| **MFL** | French – Numbers to 20 days, months and date | French  Houses  Christmas | | | | French Colours | | French Animals and Easter | | | French  Nature | | | French  Summer and Animals |
| **History** |  | | | Toys and Games Chronology unit | |  | | Race to the South Pole (significant event) and Captain Scott (significant individual) | | Race to the South Pole (significant event) and Captain Scott (significant individual) | | | | Sir Bernard Lovell local history- linked to locality in Geography- Jodrell Bank- local landmark – The Lovell Telescope |
| **Geography** | Investigate seasonal variations – wonderful weather. | | Where have I been and what have I seen?  Communicate geographically- human and physical features. | | identify the location of cold areas in relation to the Equator and the North and South Pole. | | | | Observe and study our school grounds and environment of our location.  Investigate Goostrey school compared to Elizabethfontein school  Look at South Africa in relation to equator. | | | | | |
| **A&D** | Painting and colour mixing and collage  Display work  Exhibition- Art skills- drawing  Pastel /  Collage  Purple Mash Art programme- paint/ penguins | |  | |  | | |  | Brusho painting  Drawing  Different lines and thickness  Kandinksy inspired art- hot and cold colours  (just for books) | | | |  | |
| **D&T** |  | | Quilling- Christmas Trees  Moving pictures and cards | |  | | | Recycled bird houses - design, make and evaluate. | Food technology- sandwiches linked to food from plants | | | | Weaving and printing-  Combination of textures and shapes. African dress / traditions.  Linked to stories from other traditions | |
| **Music** | Exploring structure and composition | | | | Exploring Pitch and sounds | | Pulse, timbre, dynamics and and rhythm | | | | | | | |
| **PE** | Multi Skills/  balance | | Multi Skills/ Gymnastics | | Games movement/  Multi skills | | | Multi Skills/  Dance | | Multi Skills/ movement | | | Dance/  Gymnastics | |
| **RE** | Christianity  What does the bible say God is like? | | Christianity  Celebrations -  Harvest  Christmas | | Christianity  Who do Christians follow?  Why is Jesus important to Christians? | | | Christianity  What does the bible say God is like? | | Christianity  Celebrations -  Harvest  Christmas | | | Christianity  Who do Christians follow?  Why is Jesus important to Christians?  Islam | |
| **PHSE** | Relationships (No Outsiders)- Elmer | | Relationships (No Outsiders)- Ten Little Pirates  My Happy Mind- Meet your brain | | Relationships (No Outsiders)- My Grandpa is amazing  My Happy Mind- Celebrate | | | Relationships (No Outsiders)- My Grandpa is amazing  My Happy Mind- Appreciate | | Relationships (No Outsiders)- Max the Champion  My Happy Mind-Relate | | | Relationships (No Outsiders)- My World, Your World  My Happy Mind- Engage | |
| **Visits** | Exhibition visitors | | Pantomime visit to school | |  | | |  | | Trip visit | | | Walk around the village | |