

Year 1 Curriculum LTP Woodland Grange Primary School

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Transport	Autumn Investigators	Houses, Homes & Our School		Amazing Animals	Superheroes
English Text Focus	<ul style="list-style-type: none">• We use 3 key texts, picture books, related to transport.• Riddles – poetry <p>Suggested books for parents:</p> <ul style="list-style-type: none">• The Hundred Decker Bus by Mike Smith• You can't take an elephant on the bus by Patricia Cleveland-Peck	<ul style="list-style-type: none">• We use 3 key texts, picture books, related to our topic.• Acrostics and List poems <p>Suggested books for parents:</p> <ul style="list-style-type: none">• Mr Gumpy's Outing by John Burningham• Grandpa's Inventions by Richard Johnson• Other adventures of Mrs Armitage by Quentin Blake• Goldilocks and just one bear by Leigh Hodgkinson	<ul style="list-style-type: none">• We use 3 key texts, picture books, related to our topic. <p>Suggested books for parents:</p> <ul style="list-style-type: none">• Here we are by Oliver Jeffers• Around the world in 80 ways by DK.• Hansel & Gretel by Bethan Woollvin• Wolf won't bite by Emily Gravett• Home: Where our story begins by Britta Teckentrupp	<ul style="list-style-type: none">• We use 2 key texts, picture books, related to our topic.• Poetry from Art – View of Poolbeg Lighthouse by William Sadler the younger (Onomatopoeia) <p>Suggested books for parents:</p> <ul style="list-style-type: none">• Acrostic animal poems by Evelyn Chew & Ruoshi• The building boy by Ross Montgomery	<ul style="list-style-type: none">• We use 3 key texts, picture books, related to our topic. <p>Suggested books for parents:</p> <ul style="list-style-type: none">• What a waste by Jess French• If I were the world by Mark Sperring• Book of amazing animals by Oliver Jeffers• Amazing animal journeys by Chris Packham	<ul style="list-style-type: none">• We use 2 key texts, picture books, related to our topic and cover Free Verse Poetry <p>Suggested books for parents:</p> <ul style="list-style-type: none">• Acrostic animal poems• Send for a Superhero by Michael Rosen• We're going to find the monster by Malorie Blackman
Talk Through Stories	A rolling story book programme used to extend and deepen pupil's vocabulary through a range of key texts and planned tier two vocabulary.					
Drama opportunities	<ul style="list-style-type: none">• Naughty bus scenarios	<ul style="list-style-type: none">• Hibernating on the field• Goldilocks crime• Poetry performance• Elf in the classroom	<ul style="list-style-type: none">• Hot seating the wolf• Three little pigs retell with props• Mr Moles glasses	<ul style="list-style-type: none">• Yeti school – linked to homework	<ul style="list-style-type: none">• Octopus in the pond• Zoo party• Animal role play- how do they move, play and eat?	<ul style="list-style-type: none">• Supertato events come to life
Maths: White Rose Weekly Mental Maths	Place Value within 10	Addition and subtraction to 10. Geometry: 2D & 3D shapes	Place value within 20 Addition and subtraction within 20	Place value within 50 Length and height Volume and mass	Multiplication and division Fractions Geometry	Place value within 100 Measurement Time
	All cooking we do include measurements using grams and or ml.					
Science	Identifying plants and their parts: <ul style="list-style-type: none">• What wild and garden plants can we find around our school?• What parts of a plant grow above ground?• What parts of a plant grow under the ground?• Why are trees plants?• What are the similarities and differences between plants that have flowers?	Seasons: <ul style="list-style-type: none">• Are all leaves the same?• Which animals share our space?• Do all trees shed their leaves?• Are all flowers the same?• Which birds visit our bird feeders?• How has our space changed over the year – continuous.	Naming and describing materials: <ul style="list-style-type: none">• What material is this?• Is all paper the same?• Is all fabric the same?• How can we group objects made of different materials?	Properties and uses of materials: <ul style="list-style-type: none">• Can the same object be made from different materials?• What properties do materials have?• Does it bend or stretch?• Do all materials get wet?	Animals (vertebrates): <ul style="list-style-type: none">• Who's who in the animal world?• What's so special about birds?• What makes an amphibian an amphibian?• Do fish have fingers?• Are human's mammals?	Human body and senses: <ul style="list-style-type: none">• Is everyone's body the same?• How can we explore the world using our sense of touch?• What can we hear?• What smells do we like and dislike?• What differences can our tongues taste?
	Seasonal Changes are covered throughout the year					
Computing	<u>Technology around us:</u> <ul style="list-style-type: none">• Recognising technology in school and using it responsibly.• Developing familiarity with the technology we use	<u>Digital Painting:</u> <ul style="list-style-type: none">• Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.• Creating paintings in the style of an artist.• Exploring various painting styles, lines, shapes and tools using iPads	<u>Digital Writing:</u> <ul style="list-style-type: none">• Using technology to create and format text, before comparing to writing non-digitally.• iPad skills• iPad tools, bold, italic, underline, font and font size and Capital letters.• Changing text & fonts etc• Exploring differences between typing and writing.	<u>Grouping Data:</u> <ul style="list-style-type: none">• Exploring object labels, then using them to sort and group objects by properties.• Using software to sort and organise data	<u>Programming:</u> <ol style="list-style-type: none">1) <u>Moving a robot:</u><ul style="list-style-type: none">• Writing short algorithms and programs for floor robots, and predicting program outcomes.• Bee bots and iPad apps.• Planning movements around a map.2) <u>Introduction to animation</u><ul style="list-style-type: none">• Writing short algorithms and programs for floor robots, and predicting program outcomes.• Bee bots and iPad apps.• Planning movements around a map.• Designing and programming the movement of a character on screen. <p>We continue to develop our progress on use of iPad's throughout all units over the year.</p>	

History	Events beyond living memory: Transport The Wright brothers <ul style="list-style-type: none">How they invented aeroplanes and sequencing events on a timeline.How they changed aviation.	Events beyond living memory: Transport Amy Johnson <ul style="list-style-type: none">Who she was, what she did and why she is remembered.How her life changed and how she changed aviation for women.	Significant place, people and events in local area. Local history unit: Changes in the Oadby high street. <ul style="list-style-type: none">Changes over time to Oadby's high street and surrounding area.Exploring images and videos from past to present.Sequencing events.How shopping and payment habits have changed over time.		The lives of significant Historical Figures: Louis Braille <ul style="list-style-type: none">What made Louis so special?What changes to people's lives did Louis make?Why did Louis decide to invent a system of reading for the blind?Why do you think we still remember Louis Braille?	
Geography	Continents and Oceans: <ul style="list-style-type: none">Locating countries using globes, maps and atlases both UK and international.Look at similarities and differences.Locating the worlds continents and oceans.Capital cities in the U.K	Weather & Seasons: <ul style="list-style-type: none">How the weather changesHow the seasons changeHow we are affected by extreme weather	Our School: <ul style="list-style-type: none">Where is our school?What places are there in our school?How do we get to school?Locate home address and its position in the world using google maps. Understand town, county, country, world.		Where we live: field work Animal Homes. <ul style="list-style-type: none">What are the key features in our local area?What kind of place is this? Looking at what we know about the local community and who lives within it.Looking at maps to establish shapes, house plans and shops.Weather and Seasons – linked to science.	
DT	Free standing structures: <ul style="list-style-type: none">To understand what a free-standing structure is: looking at bridges and sculpturesTo evaluate free standing structuresTo know how to make paper stronger, stiffer, stable and join paperTo use simple techniques to design and make a chair for Baby Bear using paperTo evaluate our product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.		Mechanisms – Sliders and Levers: <ul style="list-style-type: none">To explore a range of slider mechanisms e.g., pop up books and some celebration cardsTo explore lever mechanisms such as scissors, see-saws and door handlesTo explore and make our own model slider and lever mechanismsTo design, create and evaluate an Easter card using a slider and lever mechanism.		Preparing fruit and vegetables: <ul style="list-style-type: none">Examine a range of fruit and vegetablesUnderstand basic food hygiene and how to use simple utensilsTo design, make and evaluate a product for a Sports day refreshment Additional: <ul style="list-style-type: none">Create superhero accessories.Design and make a special pair of laser glasses.String telephones	
	Use continuous provision for ongoing D&T Skills including, cutting, joining and selecting suitable materials.					
Art	Jill Townsley: Drawing skills - Line and shape <ul style="list-style-type: none">know the name of a famous artist, key information about them and write about their workTo draw a range of different lines freehand and use tools & techniques to create a piece of art in the style of Jill Townsley.Describe similarities and differences between pieces of artwork.	Eva Rothschild: 3D artwork <ul style="list-style-type: none">Knowing key facts about the artist compared to other artists.Knowing what texture is and how different textures can be described.Experimenting with clay to make a coil pot in the style of Eva Rothschild & select the appropriate colours to finish clay model.	Paul Cezanne: Develop a wide range of art & design techniques: <ul style="list-style-type: none">Know key facts about the artistLearn techniques using pastelsUse sketching pencils to draw different linesExperiment with different coloursShowcase artwork, identifying similarities and differences between our own & other artists artwork	Bridget Riley: Printing, relief printing: <ul style="list-style-type: none">To use a range of materials creatively to design and make productsTo develop a range of techniques in colour, pattern, texture, line, shape, form and spaceTo describe the artist's work, recognising differences and similarities between different practices.To design and make a wallpaper using techniques learnt such as relief printing.	Henri Rousseau: <ul style="list-style-type: none">To learn key facts about Henry Rousseau and be able to compare is artwork to others.To know that different lines can be used to create an effect.To know which colours to mix together to create a desired effect.To be able to share their artwork with their peers. Talking about similarities and differences between their work and Henry Rousseau's.	Christa Rijeneveld: <ul style="list-style-type: none">To know key facts about Christa Rijneveld and discuss her artwork.To use techniques taught to create a papier mache sculptureTo be able to select the correct materials and colours to paint sculpture.To be able to select the correct materials and colours to finish sculpture.
Music	Pulse	Voice	Rhythm	Pitch	Music Technology, structure and form.	20 th Century Music
PE Get set 4 PE	Out: Target games In: Fitness	Out: Invasion In: Fundamentals	Out: Balls skills In: Dance	Out: Send/Receive In: Gymnastics	Out: Athletics In: Net/Wall	Out: Strike & field In: Team building
RE	<ul style="list-style-type: none">What does it mean to belong to a faith community?	<ul style="list-style-type: none">What do Christian's believe God is like?	<ul style="list-style-type: none">Who is Jewish and how do they live?		<ul style="list-style-type: none">Who do Christians say made the world?	<ul style="list-style-type: none">How should we care for the world and for others and why does it matter?

PSHE	<u>Health and Wellbeing: Aiming high</u> – having high aspirations.	<u>Health and Wellbeing: It's my body</u> sleep, exercise, diet, cleanliness and substances.	<u>Relationships: TEAM-</u> collaboration, good listening, being kind, bullying.	<u>Living in the wider world: Britain</u> – communities, being a good neighbour, Britain and its diversity.	<u>Relationships: Be Yourself</u> – emotions, changes, feelings.	<u>Living in the wider world: Money</u> – spending and saving, the difference between what we want and what we need. .
Everyone's Welcome (No Outsiders)	Book focus: Going to the Volcano <ul style="list-style-type: none">I know we are all differentI know we can play togetherI can join in	Book focus: Ten Little Pirates <ul style="list-style-type: none">I know boys play exciting gamesI know girls play exciting gamesI know girls & boys can play together	Book focus: Errol's Garden <ul style="list-style-type: none">I know how to ask for helpI can ask for help from different people	Book focus: The Perfect Fit <ul style="list-style-type: none">I know I am not exactly the same as youI know we all have differencesI can think of ways everyone can join in	Book focus: My World, Your World <ul style="list-style-type: none">I know I live in the worldI know the world is full of different people	Book focus: Elmer <ul style="list-style-type: none">I know ways I am differentI know how to make my class welcoming
	These key objectives are not taught in isolation as they are an integral part of our daily school culture, beliefs and values.					
British Values	<ul style="list-style-type: none">Democracy - Having a voice – We all have a voice, Making it fair. Text- 'This is our house' by Micheal RosenRule of law: Living Together/Getting Along – exploring right and wrong, co-operationIndividual liberty-embracing own beliefs, opinions and free speech. Nick Sharatt text 'You choose' and 'Happy' by Mies Van Hout.Mutual respect and tolerance for diversityEncouraging diversity					
	British values are also taught through circle/candle time, assemblies and with a story to support children's understanding.					
Forest school	<p>Each class will partake in a six-week block.</p> <p><u>Play and exploring</u></p> <p>Re-enforce rules and boundaries. Travel safely over terrain in forest school. Work in a team to co-operate and communicate clearly. Take part in outdoor challenges on own and in a team.</p> <p><u>Understanding our environment</u></p> <p>Seasonal walks- children can identify what season they are in from what they can see around them. Identify and name some insects, mammals and birds found in British woodland. Know why it is important to look after our environment.</p> <p><u>Use of fire</u></p> <p>To continue to be safe around a fire (rules) and responsibilities of handing out warm drinks. Able to contribute in establishing group fire safety rules. Heat up different liquids for desert making using local/seasonal British fruits. Frying bread/ making pancakes linked to seasonal herbs and spices.</p> <p><u>Problem solving and critical thinking</u></p> <p>Children can play team games. Children can communicate their ideas to adults and other children. Children start to think about how they solve a problem before asking an adult for help. Children can work as part of a team to complete scavenger hunts and small projects.</p>					