

# CURRICULUM OVERVIEW YEAR 1 2026-2027

|                                 | Autumn                                                                                                                                                                                                                                                                                                                                                               |                                                               | Spring                                                                                                                                                                                                                                                                                                                                                                      |                          | Summer                                                                                                                                                                                                                                                                               |                                                             |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Subject focus                   | Geography                                                                                                                                                                                                                                                                                                                                                            |                                                               | Science                                                                                                                                                                                                                                                                                                                                                                     |                          | History                                                                                                                                                                                                                                                                              |                                                             |
| Theme                           | <b>Burwell and Beyond</b><br><br><b>Key figure: Samuel Peyps</b><br><b>Event/legacy: historical importance of his diary</b> <ul style="list-style-type: none"> <li>Local area study - school grounds and beyond</li> <li>Settlements: village, town and city</li> <li>Human and physical features</li> <li>Burwell barn fire and the Great Fire of London</li> </ul> |                                                               | <b>Amazing Animals</b><br><br><b>Key figure: David Attenborough</b><br><b>Event/legacy: local significant person (Cambridge University)/animal categorising</b> <ul style="list-style-type: none"> <li>Observe and describe weather and seasons</li> <li>The United Kingdom and its surrounding seas</li> <li>Queen Elizabeth II and King Charles III comparison</li> </ul> |                          | <b>London Calling</b><br><br><b>Key figure: Winston Churchill</b><br><b>Event/legacy: Inspiration/role during WW2</b> <ul style="list-style-type: none"> <li>WW2 - Blitz and evacuees</li> <li>London landmarks</li> <li>Human and physical features - aerial photographs</li> </ul> |                                                             |
| English                         | No formal text type<br><br>Focus on capital letters, full stops, finger spaces, spelling, handwriting and forming sentences.                                                                                                                                                                                                                                         |                                                               | Instructions<br><br>Poetry – Performance (onomatopoeia)                                                                                                                                                                                                                                                                                                                     | Overcoming the Monster   | Recount                                                                                                                                                                                                                                                                              | Rags to Riches<br><br>Poetry – Patterned poems (rhyming)    |
| Maths (approximate time frames) | Key Measuring Skills & Place Value to 10<br><br>Addition and Subtraction to 10                                                                                                                                                                                                                                                                                       | Shape<br><br>Place Value & addition and subtraction within 20 | Place Value within 50<br><br>Multiplication and Division                                                                                                                                                                                                                                                                                                                    | Fractions                | Position and Direction<br><br>Time<br><br>Place Value to 100                                                                                                                                                                                                                         | Consolidation<br><br><br><br><br><br><br><br><br><br>Plants |
| Science                         | Seasonal Changes                                                                                                                                                                                                                                                                                                                                                     | Everyday Materials                                            | Seasonal Changes                                                                                                                                                                                                                                                                                                                                                            | Animals Including Humans | Seasonal Changes                                                                                                                                                                                                                                                                     | Plants                                                      |
| Art Cycle B                     | <ul style="list-style-type: none"> <li>Drawing – Aboriginal Art</li> <li>Painting – Pop Art</li> <li>Painting – Impressive Brush Strokes</li> <li>Sculpture – Picasso Inspired Faces</li> </ul>                                                                                                                                                                      |                                                               |                                                                                                                                                                                                                                                                                                                                                                             |                          |                                                                                                                                                                                                                                                                                      |                                                             |

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| <b>DT<br/>Cycle B</b>                   | <ul style="list-style-type: none"><li>• Mechanisms (Wheel and Axles) – Transporting Good</li><li>• Structures – Furniture</li><li>• Structures – Bridges</li><li>• Food and Nutrition – Seaside Snacks</li></ul>                              |                                                                                                                            |                                                                                               |                                                                                    |                                                     |                                                                                 |
| <b>Music<br/>Cycle B</b>                | <ul style="list-style-type: none"><li>• Listening and Appreciating – Peter and the Wolf</li><li>• Listening and Appreciating – A guide to the Orchestra</li><li>• Composition – Theme Tunes</li><li>• Performance – Film Score</li></ul>      |                                                                                                                            |                                                                                               |                                                                                    |                                                     |                                                                                 |
| <b>Cultural<br/>Capital<br/>Cycle B</b> | <ul style="list-style-type: none"><li>• Community – Litter Detectives</li><li>• Production – Bringing Books to Life</li><li>• Digital Media – ICT Foundations Photography</li><li>• Cultural Understanding – Keeping Ourselves Safe</li></ul> |                                                                                                                            |                                                                                               |                                                                                    |                                                     |                                                                                 |
| <b>RE</b>                               | Christianity<br>What do Christians believe about God?                                                                                                                                                                                         | Christianity<br>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | Christianity<br>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | Judaism<br>Who is God to the Jews?                                                 | Judaism<br>Is Shabbat important to Jewish Children? | Judaism<br>Does visiting the synagogue help Jewish children feel closer to God? |
| <b>Computing</b>                        | Computing 1                                                                                                                                                                                                                                   | Algorithms                                                                                                                 | Digital Drawing 1                                                                             | Programming BeeBots                                                                | Microsoft Office 1                                  | Programming Scratch Junior 1                                                    |
| <b>PE</b>                               | Gymnastics – upper body (use of equipment (Stage 2 & 3))                                                                                                                                                                                      |                                                                                                                            | Dance (Stages 1 & 2)                                                                          |                                                                                    | Games – Netball (Stages 1 & 2)                      |                                                                                 |
|                                         | Games – Football (Stages 2 & 3)                                                                                                                                                                                                               |                                                                                                                            |                                                                                               | Athletics – catching and targeted throwing, running and jumping included (Stage 3) |                                                     |                                                                                 |