

Acorn Class Year 1 Curriculum Overview 2025-2026			
	Topic 1 Location, Location, Location	Topic 2 Once upon a time....	Topic 3 Sailing the salty seas....
Visit/Event/ Festival	Pooles Cavern Local walk- homes and structures Longnor Races Theatre Animal man	Aldi Pizza Express Sports coach in Dentist Local walk to the park Peak Wildlife	Train ride to Manchester (technology changes) Seaside visit Pirate day Buxton Crescent- Architecture
Enrichment ECO/Safety/ Outdoors/ Special Day/Festival etc.	Walk to school week Anti-bullying week Children in Need Harvest Service Black History Month Christmas Service Fire Service visit Forest School every week	Fairtrade Fortnight Sport Relief Mother's Day Easter Service	Treasure Island on the playground St George's Day Father's Day Leaver's Service
<u>Core Subjects</u>			
Communication and Language Prime Area	<i>Throughout the year the children will learn to:</i> Speak with confidence during circle/ carpet times. Listen to and respond appropriately with relevant comments, questions or actions. Use appropriate story language to re-enact/ retell simple and familiar stories. Recall new vocabulary relating to topics.		
Phonics	<u>Y1</u> Phase 4/5 Little Wandle Letters and Sounds	<u>Y1</u> Phase 5 Little Wandle Letters and Sounds	<u>Y1</u> Phase 5 Little Wandle Letters and Sounds
Literacy Handwriting – throughout all lessons	<u>Y1</u> During this topic, we will be using many fiction and non-fiction texts. The children will be using these as a stimulus to write labels, lists, instructions, character and setting descriptions and write their own stories. We will write postcards, design story	<u>Y1</u> We will use many traditional tales to study characters and settings, sequence events, tell oral stories and plan new versions of old favourites. The children will use story maps to retell tales and write a story based on a	<u>Y1</u> During this topic, we will be using many fiction and non-fiction texts. The children will be using these as a stimulus to write labels, lists, instructions, character and setting descriptions and write their own stories. We will practise giving and receiving instructions with

Discrete lesson X 3	maps and listen to stories and folk tales from around the world. We will learn how to use punctuation correctly, how to use sentences with different forms- statements, questions and commands. We will learn how to use capital letters for places and names, use conjunctions to join sentences. There are many animals to learn about and during literacy and science we will create information booklets about the animals from around the world for the reception class to read using adjectives to imagine and describe. We will also create riddles about the different animals we have learnt about. Phonics, spelling and grammar will be taught daily.	traditional tale using adjectives and compound sentences. The children will also look at traditional tales from a variety of cultures, learning how to use story language and create interesting endings. They will listen to, read a range of poems, and learn how to recite their favourite. We will be finding out about famous Kings and Queens and the many different people that lived in a castle. The children will use their imagination and write a diary entry describing their life in a castle.	links to numeracy and computing. The children will write their own instructions using bossy verbs for Pirate Pete to reach his treasure and how to make 'pirate grog.' We will research life on board a pirate ship, draw, label and write captions to tell others about it. The children will also apply for a job on board... We will design and write a poster describing Pirate Pete, using expanded noun phrases. The children will write in full sentences with capital letters, full stops and exclamation marks. We will learn pirate poems by heart and during our science work we will write senses poems.
Maths NCTEM	<u>Y1 Strands</u> Number and place value Mental addition and subtraction Problem solving, reasoning and algebra Mental multiplication and division. Geometry: properties of shapes -Recognise, name and describe squares, rectangles, circles and triangles; recognise basic line symmetry; sort 2D shapes according to their properties, using Venn diagrams and Carroll diagrams Geometry: position and direction- Describe position and direction using common words (including half turns); compare lengths and heights; estimate, compare and measure lengths using uniform non-standard and standard units	<u>Y1 Strands</u> Number and place value Mental addition and subtraction Problem solving, reasoning and algebra Mental multiplication and division. Geometry: Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere; begin to sort 3D shapes according to properties; Measurement order and name the days of the week and months of the year; recognise and name the seasons Fractions, ratio and proportion Measurement – time, length	<u>Y1 Strands</u> Number and place value Mental addition and subtraction (MAS); Problem solving, reasoning and algebra. Measurement- Compare weights and capacities using direct comparison; measure weight and capacity using uniform non-standard units; Money Statistics Mental multiplication and Fractions, ratio and proportion Measurement _ Tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks;

Science	<u>Plants</u>	<u>Animals including humans</u> /Living things and their habitats	<u>Everyday Materials</u>
	Y1 Summer Scientists and Inventors Summer 1 To identify and name a variety of common plants including evergreen and deciduous trees. Summer 2 <u>Forest School</u> Use our school grounds to identify wild flowers, plants, seeds and learn about deciduous and evergreen trees – learn about the structure of a tree.	Y1 Spring To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Autumn 2 To identify and name a variety of animals that are carnivores, herbivores and omnivores Spring 1 To describe and compare the structure of common animals All about EGGS! Did we hatch out of an egg? We will learn all about groups of animals describing and comparing the structure of them and grouping them according to what they eat. (Dragon egg!)	Y1 Autumn To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials To describe the simple physical properties of everyday materials To compare and group together a variety of materials
	<u>SEASONS</u> <u>Living things and their habitats</u>		<u>Animals including humans</u>
	To observe seasonal changes across all four seasons To observe and describe the weather associated with the seasons Ongoing throughout the year – in the appropriate season - Study plant changes (Apple tree in the garden) Weather through the seasons.	Y1 To identify, name, draw and label the basic parts of the human body and learn which part of the body is associated with each sense The children will learn all about the human body. We will identify and label the basic parts. <u>Spring 2</u>	Y1 To know which part of the body is associated with each sense Visit the treasure island for a ‘senses scavenger hunt’ The children will explore the island using their senses. <u>Spring 2</u>
Foundation Subjects			

Art	Y1 Our topics will provide the children with opportunities to become equipped with the skills and knowledge to experiment invent and create their own works of art, craft and design. The children will develop a wide range of art and design techniques in using colour, pattern, texture, line, form, shape and space. We will look at the work of a range of artists, craft makers and designers. (See Art Progression Map for key skills) Self Portraits, Jackson Pollock –Yellow Islands, /settings- link to artist Paul Klee- Castles in the sun, designing royal wallpapers, using watercolours. Look at the work of Andy Goldsworthy in Forest School.		
	<u>Explore and Draw</u> <u>Autumn 2</u>	<u>Expressive Painting Abstract</u> <u>Spring 2</u>	<u>Architect</u> <u>Summer 2</u>
Design and Technology	Y1 All of our topics include a 'design, make and evaluate' project. Through practical activities, the children will gain the knowledge, understanding and skills needed to engage in these projects (See DT Progression Map for key skills) They will have the opportunity to select and use a range of tools and equipment and materials. Junk model houses- a street in London – Pudding Lane, design and make a galimoto –a toy vehicle from Malawi, create fairy-tale landscapes with levers and pivots, castles with pulley drawbridges, dragon hand puppets and enjoy baking and cooking opportunities linked to topic/science – plan a pirate party menu.		
	Fruit and Veg- cooking and nutrition Spring 1	Moving pictures sliders and wheels Summer 1	Homes- structures Autumn 1
Geography	<u>Locational Knowledge Summer 2</u> To name and locate the world's seven continents To know the countries of the UK. To identify the capital of England and some of its features. We will start with our 'Hook Day' where we will fly all around the world and visit a place from each continent. From there we will focus in on the UK and learning about our capital. From London, we fly out with our passports around the world learning about the different continents, naming and locating them on a world map. We will take a closer look at some of the countries within the continents learning about the weather, people and animals, and sampling, food and culture along the way. <u>Place Knowledge</u> To understand geographical similarities and differences between a small area of the UK and a	<u>Locational Knowledge Autumn 2</u> To name, locate and identify characteristics of the four countries and the capital cities of the UK The children will learn about the countries, and capital cities that make up the UK. We will take a tour of each country, sampling foods, identifying flags, songs, flowers etc. We will locate different castles on a map and look at their surroundings. Where were castles built? Why were they built there? What physical features of the land do we notice? <u>Geographical skills and field work</u> Use a map to learn about the UK the four nations and our British Values.	<u>Locational Knowledge Summer 2</u> To name and locate the world's 5 oceans on a map. In this topic, the children will develop knowledge about the world by sailing the salty seas! We will find out how countries were discovered and learn about Christopher Columbus. The children will identify the five oceans and discover where famous pirates sailed. <u>Human and Physical Geography</u> To use basic geographical vocabulary to refer to key physical features – beach, cliff, coast, mountain, hill, sea, valley To identify seasonal and daily weather patterns in the UK The children will look at weather patterns in the United Kingdom and compare them to South America. <u>Geographical skills and field work</u> Use world maps atlases and globes to identify continents and oceans

	small area of an area in a contrasting non-European country. Summer 2 To identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles (Link to science and habitats) We will look at Peru and locate it in relation to the equator. Look at the seasons of the UK and compare to Peru; does Peru have seasons just like us? <u>Geographical skills and fieldwork.</u> The children will be introduced to new locations and new human and physical features- 1. Identify in photographs 2. Identify in aerial photographs 3. Identify on a map 4. Locate on a map of the UK and the world 5. Describe a location in relation to other places 6. Locate in an atlas 7. Visit in real life if possible Maps and Plan routes	The children will be introduced to new locations and new human and physical features- 1. Identify in photographs 2. Identify in aerial photographs 3. Identify on a map 4. Locate on a map of the UK and the world 5. Describe a location in relation to other places 6. Locate in an atlas 7. Visit in real life if possible Where do we live?	Devise simple treasure maps constructing symbols in a key Use simple compass directions and directional language to describe the locations of features on their treasure maps. Use directional language to describe locations and features on maps Continents and Oceans
History	We will develop an awareness of the past, using common words and phrases relating to the passing of time. The children will learn how we find out about the past using books and the internet. In each topic, we will study significant individuals from the past...		
	To know about events beyond living memory To understand how we find out about the past. We will learn about the Great Fire of London. We will compare 'old and new' London. How has London changed? The children will explore the differences in the ways that people lived in different periods. We will use research skills to find out about the life of Samuel Pepys use all of our research to write a diary entry, imagining they were an eyewitness and detailing some key events of the Great Fire of London. Spring 2 Changes in Technology	To know about the lives of significant individuals When were the first castles built? How do we know about the Normans and the Battle of Hastings? The children will explore the lives of famous Kings and Queens – in particular Elizabeth 1 and Queen Victoria. Autumn 1 Great Fire of London	To know about the lives of significant individuals To know about changes within living memory The children will investigate the life of famous explorer Christopher Columbus and his achievements. We will also look at some famous pirates – Blackbeard and Anne Bonny. As part of our science work, we will complete a unit on the 100 years of food, looking at changes within living memory. This will include understanding historical concepts such as continuity and change and identifying similarities and differences between ways of life in different periods. Explorers Summer 1

Computing <i>See Planning from Teach Computing</i>	Y1 Computing Systems/Technology around us Creating Media – Digital Painting	Y1 Programming a Robot Grouping Data	Y1 Creating Media- Digital Writing Programming Animations
Music Year 1 See Sparkyard Planning	Move to the Beat Exploring Pulse and Rhythm – Dance Singing and Percussion	High and Low- Exploring Pitch Boomwhackers	Exploring Sounds Singing
PE See Get Set 4 PE Planning	Y1 Dance/Gymnastics	Y1 Dance/Yoga	Y1 Ball Skills/ Games
	Forest Schools		
RE	Y1 Creation- What do Christians believe God is like? Incarnation- What are festivals and why do we have them?	Y1 Why are some stories special? (Hindu) Salvation- Why does Easter matter to Christians?	Y1 What happens in our Church and other special places? (Mandir) How can I make a difference in the world?
PSHE	Me and my Relationships / Valuing Difference Whole school day	Keeping Safe / Rights and Respect Whole school day	Being my Best / Growing and Changing Whole school day