Year 1 Curriculum 2026-27 - Bowerham Primary and Nursery School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novel	Fantastic Mr Fox – Roald Dahl		Poetry	Hotel Flamingo – Alex Milway	Aesop's Fables	
Predictable Interest	A new school year Harvest Autumn	Halloween Bonfire night Christmas Remembrance Day Winter	New Year Valentine's day Pancake Day Chinese New Year	Easter Mother's Day Spring World Book Day	Sports Day Earth Day Eid	Father's Day Summer Fair Choral Speaking
Enrichment	Zoo Trip Tesco Shop Walks	Great Fire of London Simulation Great Fire of London Themed Day	Closer look at Transport (History)	University of Cumbria Library	Making 2D and 3D birds Making bug hotels	Trip to the local allotments St Thomas' Church Trip
Literacy	**Drawing Club-Fiction, Traditional Tales, TV Clip** With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer. Use full stops to demarcate simple sentences. Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others. Orally compose every sentence before writing, e.g. say the sentence three times to fix it in working memory With adult support, re-read every sentence to check it makes sense. Recognise and write from memory capital letters.	**The Curious Quest-Fiction, Non-Fiction, Poetry** Recognise and write from memory capital letters. Use joining word 'and' to link words in sentences, e.g., Henry had a duck and a dog. Penguins can slip and slide. Orally plan and sequence ideas in narrative, e.g., with adult support Read their writing to an adult	**The Curious Quest-Fiction, Non-Fiction, Poetry** Use capital letter for the personal pronoun 'I' Identify and use question marks Orally plan and sequence ideas in narrative and non-fiction. Say and hold in memory whilst writing sentences that can be read by themselves and others Use capital letters for names of people, places and days of the week Separate words with spaces independently Use capital letters and full stops to demarcate simple sentences in independent writing. Discuss their writing with an adult, saying what they like about it, e.g., my favourite word is...	**Literacy: Chosen Theme 1** Identify and use exclamation marks. Use the joining word 'and' to link clauses, e.g., They all pullet the turnip and it came out of the ground. Peel the banana and slice it into pieces. Use the joining word 'but' to link words (I have two sisters but no brothers) and clauses (Cinderella wanted to go to the ball but she didn't have a dress). Orally compose sentences and sequence ideas and events in narrative and non-fiction. Sequence events in non-fiction recounts e.g., use pictures and prompts to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'then', 'finally'. Re-read every sentence to check it makes sense	**Literacy: Chosen Theme 2** Say and hold in memory orally composed sentenced before writing including compound sentences using the joining words 'and', 'but' and 'or'. Independently re-read every sentence to check it makes sense but focussing particularly on those with joining words Orally compose and sequence Read aloud their writing audibly to a small group Use familiar plots for structuring the opening, middle and end of their stories, e.g., innovating on a known story and orally rehearse Discuss their writing with an adult, saying what they like about it, e.g., the best word I have used is...my handwriting is good because... I am proud of my word because...	**Literacy: Chosen Theme 3** Read aloud their writing audibly to adults and peers, e.g., larger group or whole class. Consistently separate words with spaces of a roughly consistent size. Consistently use capital letters for names or people and places, days of the week and the personal pronoun 'I' Consistently identify and use question marks and exclamation marks in independent writing Independently use the joining words 'and, 'or' and 'but' to link words and clauses Orally compose and sequence their own sentences to write short non-fiction texts e.g., recounts, information, texts.
Maths	Number-Place Value within 20 Measurement-Length and Height Measurement-Mass and Volume Number-Addition and Subtraction within 20	Number-Place Value within 20 Geometry-Shapes-2D and 3D Assess and Review	Statistic-Block diagrams Number-Place Value with 50 Number-Addition and Subtraction within 50	Number-Addition and Subtraction within 50 Measurement Recap-Length, Height, Mass and Volume Fractions Assess and Review	Number-Multiplication and Division Fractions Measurement-Money Geometry-Position and Direction	Number-Place Value within 100 Measurement-Money Measurement-Time Assess and Review

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COMPUTING **(iLearn2)**	**Mouse and Keyboard Skills 4 – 6 hours** 1. Move the mouse or trackpad and left click to select an object. (Activity 1) 2. Drag and drop with mouse or trackpad to move objects around the screen. (Activity 2) 3. Use double click or double tap (Activity 3) 4. Find letters or numbers on keyboard. (Activity 4) 5. Begin touch typing with home row keys. (Activity 5)	**Text + image 3 – 4 hours** 1. Change the background colour of a page. (Activity 1) 2. Add, resize and position images (pictures) on a page. (Activity 1 and 2) 3. Type and position text on a page, if possible using capital letters and punctuation. (Activity 1 and 2) 4. Label pictures with text. (Activity 2) 5. Use word-banks for writing sentences about pictures. (Activity 3)	**Digital Art 4 – 6 hours** – Change the colour of individual pixels to accurately re-create basic artwork. – Make changes where required. – Change the colour of individual pixels to accurately re-create detailed artwork. – Use zoom controls to help fill small shapes. **Design 1 – 2 hours** 1. Change the colour and pattern of elements. (Activity 1) 2. Position and rotate objects on a design. (Activity 2) 3. Position objects in relation to each other. (Activity 3) 4. Resize, rotate, flip and arrange objects behind/in front of each other. (Activity 4)	**Music creation 2 hours** Understand the advantages and disadvantages of making music on a computer. (Intro video) Understand that different instruments make their own sound and that instruments can be divided into groups (Activity 1) Create a rhythm using a pattern of beats (Activity 2) Create digital sounds using patterns and shapes (Activity 3) Create a simple melody using patterns and adjust tempo (Activity 4 and 5) **Online Safety**	**Programming** 1. Place instructions into the correct order (sequence) to make something work. (Activity 1) 2. Use direction arrows to move an on-screen object (character/sprite) to achieve an objective. (Activity 2) 3. Predict a route and sequence direction commands (algorithm) to achieve an objective. Correct the errors if necessary (debug). (Activity 3)	**Programming** 4. Predict a route and sequence distance commands to program an on-screen object to achieve an objective. (Activity 3 challenge) 5. Predict and sequence movement and pen commands to program the drawing of different 2D shapes. (Activity 4) 6. Sequence code blocks, including movements and execute (start program) blocks to write a program to achieve an objective. (Activity 5)
Music **Charanga Creative Music Scheme**	**Rhyming in Time** 1. Move in time with the beat/pulse, responding to the different tempo (speeds). 2. Chant, rap and sing using different voices (eg elephants and snakes) following simple cues such as starting together	**Let's Start Singing** 1. Enjoy learning to sing songs and know how to warm up their body and voice, ready to sing. 2. Create and follow the melodic shape of the songs they are singing. **Christmas Carol Concert**	**Music Inspired by the World** 1. Listen attentively and with understanding to music from different historical periods. 2. Understand that music can tell a story.	**Exploring Rhythm Patterns** 1. Understand that an ostinato is a repeated pattern. 2. Copy and create simple rhythm patterns (Call and Response).	**Sound and Pictures** 1. Match and create pictures/symbols to represent sound. 2. Capture, sequence and change sounds to make a musical story	**Highs and Lows** 1. Understand the difference between a rhythm and pitch pattern. 2. Identify different pitches (highs and lows) in music and in sounds around the school
PE	FMS Baseline Assessment	Dance- Pirates FMS- Rolling a ball	Year 1 Gymnastics FMS-Bouncing and Catching a ball	Dance FMS- Underarm Throw	Sports Day Practice FMS – over arm throw.	KS1 Athletics FMS Kicking
RE	Christianity (God) Key Question: Why do Christians say that God is a 'Father'? Coverage: • God the Father • Prayer	Christianity (Jesus) Key Question: Why is Jesus special to Christians? Coverage: • The Nativity Story • Beliefs about Jesus as God incarnate • Christmas	**What do different people understand about God?** Do you need to see it to believe it? What do Muslims believe about Allah? What do Hindus believe about Brahman? Does everyone believe there is a God? What do I believe?		**Why might some people put their trust in God?** What does it mean to trust someone? Why do Jewish people put their trust in God? What does Jesus tell Christians about trusting in God? Who can I trust during difficult times?	
PSHEE	1 Decision Keeping/Staying Safe-Road Safety Keeping/Staying Healthy-Washing Hands Relationships-Friendship		1 Decision Being Responsible-Water Spillage Feelings and Emotions-Jealousy Computer Safety-Online Bullying		1 Decision Our World-Growing in our World Hazard Watch – is it safe to eat or drink? Is it safe to play with? Fire Safety RSE (Whole School)	

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Science	**Animals, including humans** Pupils should be taught to: •identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals •identify and name a variety of common animals that are carnivores, herbivores and omnivores •describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) •identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense **Humans-** **Body parts and senses** **Animals- Minibeasts Animals, including humans** Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Children discuss the definition of a vertebrate and sort a variety of common animals into specific groups - fish, amphibians, reptiles, birds and mammals. Children identify and verbally name a variety of common animals; They learn how to identify carnivores, omnivores and herbivores by looking at their teeth. Animals are then sorting into a Venn diagram to show their understanding. *Can I name and identify common animals?* *Can I name & identify carnivores, herbivores & omnivores?* Through games, actions, songs and rhymes the children learn the names and positions of the basic parts of the body and label on a simple drawing. Children match their senses to the part of the body and then experience each of their senses through a variety of simple activities. This to be recorded on a simple chart.	**Seasonal changes:** **Make a Weather Diary (Winter)** Pupils should be taught to: •observe changes across the 4 seasons •observe and describe weather associated with the seasons and how day length varies **Science investigations and experiments** – linked to the working scientifically skills. The children will be taught how to ask questions about what they can see. They will be investigating which sweets will cause the greatest chemical reaction (which sweets will make a mess) when they add them to diet coke.	**Materials** **Everyday materials** Pupils to explore, name and discuss a wide range of materials by comparing them against each other, using scientific vocabulary (stretchy, smooth, transparent, opaque, waterproof, etc). They will record their finding through drawings and simple tables/diagrams. *Can I name & describe a range of materials, place materials in groups and talk about how I sorted them?* *Can I tell the difference between an object & its material?* Through a home task (building a model house – Teddy Bear House), chn demonstrate their understanding of materials and their properties using their learning from Spring 1.	**Seasonal changes** Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses. Through a range on line resources, children observe the differences between the 4 seasons and complete sheet - match season to item eg, sun cream, scarf, pumpkin, lamb. Demonstrate their understanding of how a tree might change during the 4 seasons by showing how a tree would look during each season. *Can I spot the changes in the different seasons?* *Can I talk about the weather & how the day changes in length?* **Everyday materials** Egg Drop challenge – to build something that will protect an egg when dropped from a height. This experiment will be carried out in front of parents Drawing on previous learning, and teacher led questioning, the children will record their initial ideas and then plan their design, considering what materials will be suitable to protect the egg. *Can I choose and compare different materials for particular purposes?* *Design a Teddy Bear House linked to DT*	**Seasonal changes**: **Make a Weather Diary (Spring)** The children will create a weather diary by observing the weather first hand and onscreen. They will draw on previous learning to talk about the different seasons and describe them using their senses. They will ask questions and make predictions about the weather and create a 'weather diary'. They will record their observations through pictures and captions. They will talk about and observe how the seasons affect the length of the day. *Can I spot the changes in the different seasons?* *Can I talk about the weather & how the day changes in length?* **Animals** The children will learn about the five animal groups, mammals, birds, reptiles, amphibians, fish. They will describe and compare the structure of various common animals and sort them into the 5 groups. The children will recap on their previous learning about carnivores, omnivores and herbivores. They will carry out an investigation to identify whether an animal is an omnivore, carnivore or herbivore by looking at its poo. Through teacher lead questioning, and generating their own questions, the children will use simple equipment to observe. They will record their findings using simple charts and answer questions about their findings. *Can I name and identify common animals?* *Can I name & identify*	**Plants** Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. **Plants** Use of the local environment throughout the year to observe how plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants. Note: seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy. Pupils should be taught to: •identify and name a variety of common wild and garden plants, including deciduous and evergreen trees •identify and describe the basic structure of a variety of common flowering plants, including trees The children will look at a variety of plants and learn how to identify the basic parts through simple observations. They will learn how to identify and name a variety of common wild and garden plants.

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	Can I draw and label the parts of the human body? Can I link these parts to my senses?				*carnivores, herbivores & omnivores?*	
Art	**Art: Drawing-Spirals** Using drawing, collage and mark-making to explore spirals.	**Art: Christmas Makes** Including Calendar	**Art: Surface and Colour** Flora and Fauna-Explore how artists make art inspired by flora and fauna. Make collages of Minibeasts and display shared artwork.		**Art-Working in Three Dimensions** Making birds	
History	**Events beyond living memory that are significant nationally or globally:** The Great Fire of London		**Changes within living memory** *(where appropriate, these should be used to reveal aspects of change in national life)* Lancaster then and now and changes the children remember in their own lifetime; transport through time.		**The lives of significant individuals in the past who have contributed to national and international achievements.** ***Explorer:*** Amelia Earhart	
Geography	**Seasons and Weather Patterns** **Human and Physical Features** • *identify seasonal and daily weather patterns in the United Kingdom* • *begin to use locational and directional language (for example, near and far), to describe the location of features and routes on a map* • *Recognise basic human and physical features*		**The UK and our School Grounds** • *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,* • *begin to use aerial photographs and plan perspectives to recognise basic human and physical features; devise a simple map and use and construct basic symbols in a key* • *use simple fieldwork and observational skills to study the geography of their school and its grounds*		**The World-Continents and Oceans** • *name and locate the world's seven continents and five oceans* • *use world maps, atlases and globes to identify continents and oceans studied*	

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DT		**DT: Christmas Pivot Slider Card** **<u>Design</u>** **Knowledge:** To understand that products are to be made to appeal to themselves and other users. **Skill:** To identify what makes a pivot slider move. **Knowledge:** To design a pivot slider card. To label my design using appropriate vocabulary **<u>Make</u>** **Knowledge:** To select tools and equipment appropriately for my product in order to perform linked practical tasks such as cutting, shaping, joining and finishing. **Skill:** To make a Christmas card with a pivot slider. **Knowledge:** To know how to keep safe when using DT tools. **Skill:** To know how to put a pivot slider together for a part to move. **<u>Evaluate</u>** **Knowledge:** To evaluate my design to make it even better. To know what went well and what needs improving with my product. **<u>Technical Knowledge</u>** **Knowledge**: To understand how a moving slider mechanism works.	**DT: Egg-Drop Challenge** The Egg drop challenge – Linked to science. Design and make a functional contraption, fit for purpose, to cushion an egg from a high drop to stop it breaking. Through the experience of science experiments and existing products to inform choices, materials are to be selected to aid shock absorption and air resistance. Products are to be made by selecting materials according to their characteristics, and the appropriate tools for these joining materials.	**DT: Fruit Smoothies** **Skill**: To identify fruits and vegetables (guava, passion fruit, grapefruit, dragon fruit, avocado, sweet potato, aubergine) To identify seeds in these fruits. Knowledge: To sort fruits and non-fruits. **Skill**: To make predictions about where edible parts of plants will grow. **Knowledge:** To describe where fruits and vegetables are grown. To name places where fruits and vegetables grow (above the ground, under the ground, vines, trees, bushes, hedges). To decide whether a fruit or vegetable will grow aboveground or underground. **Skill:** To practise food preparation skills. To use a fork to hold foods when cutting. To use a table knife to cut soft foods. To use a juicer to get juice from fruits. Knowledge: To know how to work safely and follow instructions. **<u>Design</u>** **Skill:** To select ingredients for a recipe. To choose fruits and vegetables to taste (banana, raspberries, strawberries, oranges, blueberries, lemons, pineapple). To describe a food's taste. To decide on three ingredients to create a recipe. **Knowledge:** To suggest fruits to put together based on taste. **<u>Make</u>** **Skill:** To apply food preparation skills to a smoothie recipe. To gather the ingredients for a simple smoothie recipe. To cut and juice fruits as part of the smoothie recipe. To use my senses to compare my smoothie with my partners. **Knowledge:** To know how to work safely and follow instructions. **<u>Evaluate</u>** **Skill:** To evaluate against the design brief. To choose a template to create a carton design. To choose my favourite recipe. To talk to the class about the design brief. **<u>Technical Knowledge</u>** To investigate where food comes from by sorting a range of products into plant-based foods and animal-based foods. To know what is healthy and what is a treat.	**DT: Using wood for building.** **Knowledge:** To recognise different types of structures found in nature (*e.g., spider webs, beehives, bird nests*) and everyday objects (*e.g., bridges, houses, furniture*). To understand concept of sketching and modelling to generate and communicate ideas. **Skills:** To Observe and sketch different structures (*using pencils and paper*). Using modelling materials (*e.g., clay, cardboard*) to create simple models of lifeboats. To discuss and share ideas with classmates. **Knowledge:** To use basic geometric shapes (*e.g., triangles, squares, rectangles*) and their properties. To know how different shapes affect the stability of a structure (*e.g., wide bases are more stable*). **Skills:** To build simple structures with different shapes using blocks or construction toys. To test the stability of these structures by applying gentle force. To identify the most stable shapes for bird box construction. **<u>Make</u>** **Knowledge:** To know which types of wood are suitable for building (e.g., balsa wood, samba wood). To understand the concept of compression (squeezing materials together to create a joint). To know how to use wood glue safely and effectively. **Skills:** To Measure and mark wood to the desired size (using rulers and pencils). To cut wood using a hacksaw (with adult supervision). To Join pieces of wood together using wood glue and G-clamps for compression. To reinforce the structure by adding additional pieces of wood. **<u>Evaluate</u>** **Knowledge:** To understand the importance of testing a structure for strength, stiffness, and stability. To understand the definitions of *stable* (*firmly fixed*), *strong* (*does not break easily*), and *stiff* (*does not bend easily*). To know how to identify the weakest part of a structure. **Skills:** To test the bird box by attaching it to a stable structure e.g. tree or wooden post. To identify any weak points in the structure that need reinforcement. **Knowledge:** To know how to manipulate materials to improve strength and stiffness (*e.g., folding, layering, adding supports*). To understand the concept of "structure" as something made from parts. **Skills:** To make modifications to the bird box design based on the results of the testing (*using tools like sandpaper, drills, glue guns with adult supervision*). To experiment with different materials and techniques to reinforce the structure. To evaluate the final bird box design against the original design criteria.