



Curriculum Planner

Term: Spring 1 2026

Year: 1

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Hope	Rule of Law

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> • Vocabulary linked to: explorers, everyday materials, perseverance and tolerance of those of different faiths and beliefs • Opportunities for reading a variety of different books. • Class read • Daily comprehension opportunities • Daily guided reading • Daily spaced learning and stem sentences • Material hunt in the local community 	<ul style="list-style-type: none"> • Class worship focus and activities relating to this • Class collective worship book • Class reflection area • Looking after our outdoor area • Global learning 	<ul style="list-style-type: none"> • Classroom routines and behaviour • Emotion station • Daily PSHE sessions • Daily golden mile • Daily fruit break • Opportunities for hot school meals

<p style="text-align: center;"><u>English</u></p> <ul style="list-style-type: none"> • Daily Phonics, using Read, Write, Inc. scheme • Read, Write, Inc. Get Writing • Guided Reading through Read, Write, Inc. • Capital letters, finger spaces and full stops 	<p style="text-align: center;"><u>Mathematics</u></p> <ul style="list-style-type: none"> • Number: Place Value (within 20) • Number: Addition and Subtraction (within 20) 	<p style="text-align: center;"><u>Science</u></p> <p>Everyday materials</p> <ul style="list-style-type: none"> • Identify a variety of common materials • Distinguish between an object and the material from which it is made • Describe some of the properties that materials have • Describe why some materials suit certain objects better than others • Carry out an experiment to find out which materials are waterproof • Design and make a house that will withstand the 'Big Bad Wolf blow dryer' • Draw conclusions from my experiment • Use what I have learnt to answer questions about everyday materials
<p style="text-align: center;"><u>Religious and World Views</u></p> <p>What do creation stories teach people about God and human nature?</p> <ul style="list-style-type: none"> • Understand the concept of Creation. • Know and understand the account of Creation found in Genesis and what it teaches Christians about God. • Understand what the account of Creation means to Jewish people (Shabbat). • Understand the meaning of the story of Adam and Eve. • Understand Muslim beliefs about Creation. • Understand Humanist beliefs about Creation. • Know and understand a Creation story from another culture. • Know what people understand about good and evil. 	<p style="text-align: center;"><u>History</u></p> <p><u>Explorers</u></p> <ul style="list-style-type: none"> • To find out about Christopher Columbus and what he was trying to achieve • Find out about Christopher Columbus' journey and what he discovered • Explore the impact of Columbus' voyages and what he brought back to Europe • Find out who Neil Armstrong is and why he is remembered today • The impact that the landing on the moon had on the world • Compare the lives and achievements of Christopher Columbus and Neil Armstrong 	<p style="text-align: center;"><u>Physical Education</u></p> <p><u>Hit catch run</u></p> <ul style="list-style-type: none"> • Able to identify when a point has been scored and keep count of the score • Show an understanding of techniques to track and stop balls. • Catch a medium sized ball thrown over a short distance • Track balls and other equipment sent to them, moving in line with the ball to collect it • Run between bases to score points • Use a range of sending skills to put the ball into space • Able to self-feed a ball to hit off the hand and strike ball off a cone • Work collaboratively to score runs, showing encouragement and support

<ul style="list-style-type: none"> Understand a story that shows good and evil. 		
<p><u>Design and Technology</u></p> <ul style="list-style-type: none"> Structures – Free standing structures. Creating a piece of playground equipment. 	<p><u>Music</u></p> <p>‘In the Groove’ – Charanga Music</p> <ul style="list-style-type: none"> Playing in different styles and learning about those styles 	<p><u>PSHE/RSE</u></p> <ul style="list-style-type: none"> Explore the British Value of the term Know how to keep myself physically and emotionally safe Create a safe home ‘keeping myself safe’ Keeping myself safe – peer pressure Internet safety day
<p><u>Computing – Purple Mash</u></p> <p>Maze Explorers (Unit 1.5)</p> <ul style="list-style-type: none"> Create and debug simple programmes <p>Technology outside school (Unit 1.9)</p> <p>Recognise common uses of information technology beyond school</p>	<u>SMSC</u>	<p><u>Language of the Moment</u></p> <ul style="list-style-type: none"> Learning to say ‘hello’ in a variety of languages
	Social: Importance of hygiene, conflict resolution	
	Moral: Distinguish between right and wrong	
	Spiritual: Understanding how to regulate emotions	
	Cultural: Understanding different religions and cultures (Islam)	

<p><u>Parental engagement:</u></p> <ul style="list-style-type: none"> Children to read as much as possible out of school Phonics links sent to parents for online learning Teacher or Teaching Assistant parental interaction on the gate in the morning and afternoon 	<p><u>Visits and visitors:</u></p> <ul style="list-style-type: none"> Mosque Visit Bird Feeders (Local landscapes) Worship visitors
<p><u>Cultural Capital:</u></p> <ul style="list-style-type: none"> Nationality display Language of the week – register greetings Encouraging and modeling language and vocabulary Enhanced provision indoors and outdoors, some with open ended intent Experience of a range of materials in play Exploring stories through props, small world and role play <p>Material hunt in the local community</p>	<p><u>Global Learning:</u></p> <ul style="list-style-type: none"> Tolerance of different faiths and beliefs (PSHE) Materials in the community (Science) Explorers (History) Islam (RWV) Safer Internet Day (Computing and PSHE) Language of the moment – register greetings

Caring for the environment and each other:

- Caring for our outdoor area
- Outdoor and indoor routines
- Recycle bins for paper and card
- Turning off lights as we leave the room
- Keeping the doors closed to keep the heat in

Artificial Intelligence

- Talk to Historical figures via Twinkl AI

Outdoor Learning

- Role play
- Sand and water table
- Number lines
- Chalk drawings