Stakeford Primary School

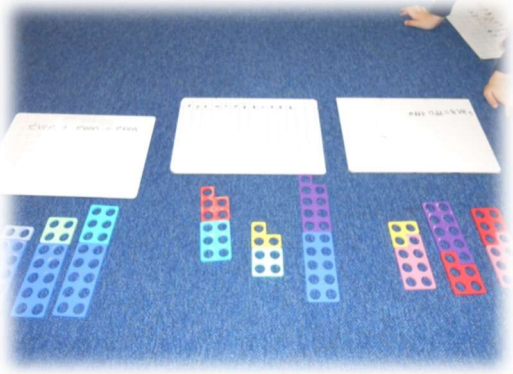
Year 1 Curriculum Information



2026 - 2027









Stakeford Primary School

Curriculum Intent

Our aim is to provide ALL of our pupils with a curriculum which equips them with the **motivation**, **aspirations**, **skills** and **knowledge** to become lifelong learners.

Our curriculum will provide us with:

S	T	A	K	E	F	O	R	D
Skills to help us communicate with a rich and varied vocabulary.	Time and support to ensure we are fluent readers, with a desire to read.	A firm foundation in basic skills so we have the building blocks for our future learning.	Knowledge of the wider world in which we live	Engaging and enjoyable learning experiences to inspire us.	Friendships, relationships and an understanding of self.	Opportunities to revisit and develop skills to help us excel.	Readiness for the next stage in education and life.	Determination and resilience to achieve our potential.

As a school we believe that reading is the key to unlock all learning. In Key Stage 1 (KS1), children spend additional time in Year 1 ensuring that they have the required phonic knowledge to be able to decode texts in Year 2, building on this to ensure they understand what they read. All English units are focused on a central text. Our school uses the Bug Club reading scheme and the Phonics Bug phonics programme which is linked to our reading scheme. Pupils in Year 1 take part in the national Phonics Screening Check in June.

Pupils have daily Maths lessons and our school follows the White Rose Maths scheme. In addition to Maths lessons, we build time into each day to build fluency in basic number recall.

Other curriculum subjects are taught across the year to ensure that over the whole of KS1, children visit the objectives of the National Curriculum in sufficient breadth and depth.

Topics in the table below marked with a 🌍 indicate coverage that is developed to enable pupils to learn about sustainable living and environmental impacts.

Autumn Term

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
English	**On entry to Year 1 assessment**	**Owl Babies** Children will describe the place where they live as well as the forest where the owls live. They will learn about owls, particularly what they eat and explore some recipes.		**The Three Little Pigs** Children will learn about the beginning, middle and end of a story before sequencing it. They will re-enact the story before creating a poster.		**Brown Bear, Brown Bear** Children will create a fact sheet about bears. They will describe their own favourite animals and write a refrain based on the book read.		**Film Unit** Children will read and organise information and write sentences using correct punctuation.	**Non-Fiction: Labels, Lists and Captions** Children will be introduced to capital letters for proper nouns and alphabetical order within this unit.		**Film Unit** Children will describe main characters before designing and labelling a home for the main character, Autumn.	**Leaf Man** Children will predict what the story might be about before collecting leaves to create their own 'leaf' character.	**Hurry Santa** Children will make predictions about many aspects of the story before they write their own letter to Santa.		**Reading Comprehension** Children will focus skills on how to find information in texts they have read.
Maths	Place Value					Addition and Subtraction						Shape			
Science	**Animals Including Humans** Observing Animals; Comparing Animals; Animal Diets; The Human Body; Senses; Sorting Animals								**Seasonal Changes (Autumn and Winter):** Seasons; Seasonal Weather (Autumn); Autumn Walk; Autumn To Winter; Seasonal Weather Winter; Animals In Winter						
History									**How Am I Making History?** What is my history?; How can I find out more about myself?; How are special events remembered?; What was it like for children in the past?; What have I learnt about childhood in the past?; How am I making history?						
Geography	**Fieldwork: Our Locality** What is our classroom like?; What is our school like?; How can we create a map of our school?; What can we find out aboit our local environment?; What information can we collect from our local environment?; What changes would we make to our area?														
Art/DT	**Moving Pictures: Traditional Tales:** Explore and Evaluate; Sliders; Leavers; Wheel Mechanisms; Designing: Making								**Sculpture and 3D Paper Play** Tube towers; 3D drawings; Tree of life; Giant spider model (part 1); Giant spider model (part 2).						
Computing	**Online Safety** Using the internet safely; Online emotions; Always be kind and considerate; Posting and sharing online; How much time should we spend on technology?								**Using a Computer** Keyboards; Logging in and out; Mouse control; Mouse control – clicking; Mouse control – clicking and dragging						
Music	**Menu Song:** Explore active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving).								**Colonel Hathi's Song:** Explore beat, march, timbre, film music.						
RE	**Caring For Others:** Looking after each other; Rakshah Bandhan; The Good Samaritan; Langar; Be my guest; The Monkey King								**Gifts And Giving:** What is Christmas?; How is Christmas celebrated?; Christmas presents; What is Eid Al-Fitr?; How is Eid Al-fitr celebrated? Eid Al-fitr presents.						
PE	**Fundamental Movements** Sessions led by NUFC coach														
PSHE	**Be Yourself** Marvellous Me; Feelings; Things I Like; Uncomfortable Feelings; Changes; Speak Up.								**Safety First** Keeping safe; Staying safe at home; Staying safe outside; Staying safe around strangers; Safe secrets and surprises; People who can help us.						

Spring Term

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
English	**Non-Fiction: Instructions** Children will develop understanding of instruction writing and begin to sequence instructions in order. Children will write own instructions using correct punctuation.		**The Deep Dark Wood** Children will use drama to explore the setting of a deep, dark wood before recording this in writing. They will begin to describe characters and sequence stories and explore the use of 'and' as a conjunction.		**Poetry: Acrostic And List Poems** Children will apply the skills they have learned so far to write acrostic and list poems, including basic punctuation and simple conjunctions.		**Non-Fiction: Newspaper Reports** Children will continue to revisit basic skills whilst learning about the features of newspaper reports.		**Little Red** Children will engage in the following activities based on the text: write sentences using 'because'; write a newspaper report; use similes; write a diary; continue a story.		**Non-Fiction: Information Texts** Children will identify features of an information text and learn to write in present tense and third person. They will carry out research and write their own information text.
Maths	Place Value			Addition And Subtraction			Place Value		Length/Height		Mass/ Volume
Science	**Everyday Materials:** Naming Materials; Objects and Materials; Properties of Materials; Testing Properties; Umbrella Investigation; Sorting Materials						**Seasonal Changes (Spring and Summer)** Winter to Spring; Seasonal Weather (Spring); Spring Walk; Spring Summer; Seasonal Weather (Summer); Staying Safe in the Sun.				
History	**How Have Toys Changed?** What is your favourite toy?; Did your parents and grandparents play with the same toys as you?; What were toys like in the past?; What is similar and different about toys now and in the past?; How have teddy bears changed over time?; How have toys changed?										
Geography							**The United Kingdom** Where do we live?; What are the countries and capital cities of the UK?; Which seas are around the UK?; What are the human and physical features of the UK?; What are the similarities and differences between the countries of the UK?; What are the countries of the UK like?				
Art/DT	**Landscapes and Cityscapes** Monet's Garden; Monet's Cityscapes; Van Gogh's Landscapes; Van Gogh's Starry Night; Metzinger's Colourful Landscapes; Metzinger Mosaics						**Fabricate** Paper Weaving; Adding Decoration; Paper Bag Weaving; Designing A Batik; Creating A Batik; Dyeing A Batik.				
Computing	**Mouse Skills** Logging in; Click and drag skills; Drawing shapes; Drawing a story; Self-portrait						**Commands Unplugged** What is an algorithm?; Algorithm pictures; Virtual assistants; Step by step; Debugging directions				
Music	**Who Stole My Chickens and My Hens?** Explore 4-beat patterns, rests, dotted quaver-semiquaver rhythm ('skipty' rhythm), clapping games.						**Musical Conversations / Dawn Sea Interludes** Explore question-and-answer, timbre, graphic score; beat, active listening (singing game – musical signals – movement), 20th century classical music.				
RE	**Belonging** Family; The Christian Community; The Jewish Community; The Muslim Community; Symbol and Belonging						**Easter and Surprises** Palm Sunday; Maundy Thursday; Good Friday; Surprises; Easter Sunday; How Is Easter Celebrated?				
PE	**Multiskills** A range of skills developed by the NUFC coach										
PSHE	**Diverse Britain** My school; My community; My neighbourhood; My country; British people; What makes me proud of Britain?						**VIPs** Who are your VIPs?; Families; Friends; Falling out; Working together; Showing you care.				

Summer Term

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
English	**Non-Fiction: Information Texts** Children will identify features of an information text and learn to write in present tense and third person. They will carry out research and write their own information text.	**Non-Fiction: Recounts** Children will learn how to sequence events into chronological order before telling their own recount from memory. They will then create a timeline and plan their recount. They will learn how to use conjunctions in their writing as well punctuating sentences correctly.		**Wanted – The Perfect Pet** Children will engage in a range of activities relating to the text, including writing instructions, sequencing stories and writing questions.		**Poetry: Riddles** Children will read and write a selection of riddles about everyday objects.		**Non-Fiction: Postcards and Letters** Children will understand the purposes of letters and postcards and begin to write their own letter.		**Dogs Don't Do Ballet** Children will begin to write longer passages, punctuating sentences using a capital letter and a full stop. They will begin to compose questions using correct punctuation and re-read writing to check for sense.		**The Secret Sky Garden** Children will design their own secret sky garden and write a description using similes. They will explain a process orally before writing an explanation text.		
Maths	Mass/ Volume	Multiplication and Division			Fractions		Position and Direction	Place Value		Money		Time		
Science	**Plants** The Parts of A Plants; Garden And Wild Plants; Terrific Trees; Fruit and Vegetable Plants; Comparing plants							**Scientists And Inventors** Lego; Mae Jamison; Zoo; Sensory Garden; Measuring And Weather; At the Vets; Wrapping Up Warm; Super Senses.						
History								**How Have Explorers Changed the World?** What is an explorer?; Where have explorers travelled and when?; Who was Christopher Columbus and what did he do?; Who was Matthew Henson and what did he do?; How has exploration changed?; How can we remember them?						
Geography	**Weather Explorers** What is our weather like?; Where is it hot. Where is it cold?; How does our weather change through the seasons?; How does weather affect us?; What is weather like around the world?; How do people adapt to weather around the world?													
Art/DT	**Fabric Bunting** Evaluating Bunting; Designing Our Bunting; Templates; Running Stitch; Selecting Fabrics; Joining Fabrics							**Sensational Salads** Where Our Food Comes From; Root Salad; Preparing Salads; Fish The Facts; Making A Fish Salad; Fabulous Fruit Salad.						
Computing	**Programming Bee-Bots** Getting to know a virtual device; Making a virtual Bee-Bot video; Precise instructions; Bee-Bot world virtual; Bee-Bot adventures							**Data Handling** Zoo data; Picture data; Minibeast hunt; Animal branching database; Inventions						
Music	**Come Dance With Me** Explore call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.							**Cat and Mouse / Nautilus** Explore mood, tempo, dynamics, rhythm, timbre, dot notation; active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music.						
RE	**Places Of Worship** What Is A Place Of Worship?; Jewish Synagogue; Hindu Mandir; Christian Church; Why Are Places Of Worship Important? A New Place Of Worship.							**Religion And Rituals** What Is A Ritual?; Salat; Puja; Holy Communion; Comparing Rituals; Our Own Ritual.						
PE	**Athletics** Sessions led by NUFC coaches													
PSHE	**It's My Body** My Body; Active and Asleep; Healthy Food; Hygiene; Choices							**One World** Families; Homes; Schools; Environments; Planet Protectors						