

Co-op Academy Clarice Cliff Primary - Curriculum Overview – Year 1 - 2025/26

	Autumn 1 Geography/ Art 7.5 weeks	Autumn 2 History/ D.T 7 weeks	Spring 1 Geography/ Art 7 weeks	Spring 2 History/ D.T. 5 weeks	Summer 1 Geography/ Art 6 weeks	Summer 2 History/ D.T. 7 weeks
Geography History	<p>Where do I live? (<i>Local</i>) (UK and mapping local area)</p> <p>How best can I map my school? <i>So that I know my way around my school.</i></p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Four seasons (National) (one week unit overview: Autumn and Winter)</p>	<p>My family history and the local area</p> <p>How have our lives changed during the Queen's life?</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Understand some of the ways in which we find out about the past.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <p>Pupils should be taught about significant historical events, people and places in their own locality.</p>	<p>Coastal areas (National)</p> <p><i>What can I find at the seaside? So I can describe the physical and human features of the coast.</i></p> <p>Pupils should understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>use basic geographical vocabulary to refer to: key physical features and key human features</p> <p>Four seasons (National) (one week unit: Summer) How do the seasons change over time in the UK? So that I can name the 4 seasons.</p> <p><i>How do the seasons change over time in the UK? So that I can name the 4 seasons.</i></p> <p>identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Castles</p> <p><i>What makes an effective castle?</i></p> <p><i>Who lives in a castle?</i></p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally</p>	<p>Town and countryside (National)</p> <p><i>How many towns make up 'The Potteries'? So that we know the difference between different types of settlements.</i></p> <p>Pupils should understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>use basic geographical vocabulary to refer to: key physical features and key human features</p> <p>Four seasons (National) (one week unit: Spring) How do the seasons change over time in the UK? So that I can name the 4 seasons.</p> <p><i>How do the seasons change over time in the UK? So that I can name the 4 seasons.</i></p> <p>identify seasonal and daily weather patterns in the United Kingdom</p>	<p>Intrepid Explorers</p> <p><i>What makes an explorer significant?</i></p> <p>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p>

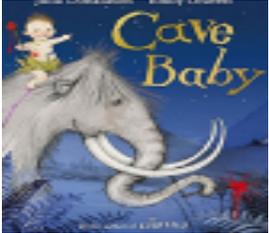
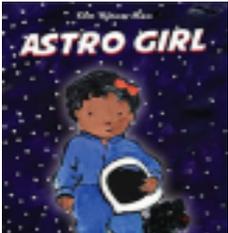
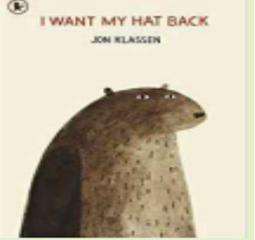
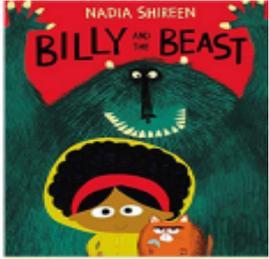
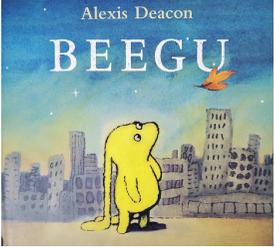
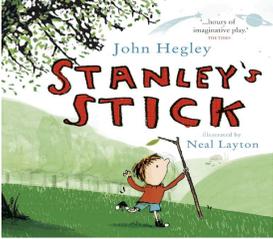
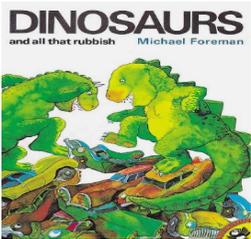
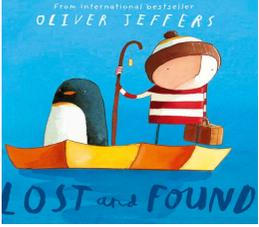
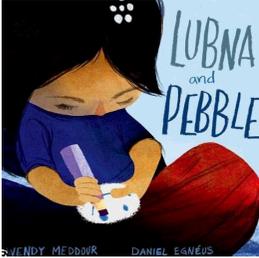
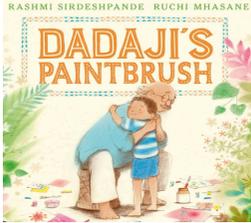
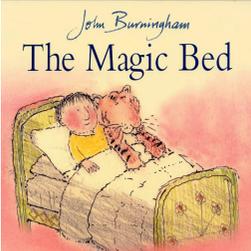
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	<p><i>How do the seasons change over time in the UK? So that I can name the 4 seasons.</i></p> <p>identify seasonal and daily weather patterns in the United Kingdom</p>					
<p>Art/D.T</p>	<p>Spirals</p> <p>How can I use my whole body to create a drawing? (Geography - Seasons - patterns in nature)</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> - That drawing is a physical and emotional activity. - That when we draw, we can move our whole body. - That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. - That we can draw from observation or imagination. - That we can use colour to help our drawings engage others. 	<p>Food: preparing fruit and vegetables (Handa's surprise/ text in year/Harvest festival?)</p> <p><i>How can we tell the difference between a fruit and a vegetable?</i></p> <p><i>How can we combine fruits and vegetables that are in season?</i></p> <p><u>Cooking and nutrition</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from. 	<p>Exploring Watercolour</p> <p>How can I tell a story through watercolour?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> - That watercolour paint has special characteristics. - That we can use the elements of surprise and accident to help us create art. - That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery. 	<p>Mechanisms: wheels and axels. (History – Castles)</p> <p><i>How can we transport heavy materials to build a castle? How can I protect a castle from invaders?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 	<p>Making Birds</p> <p>How can I use my drawings to help me make a sculpture ? (Geography - coastal birds)</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> - That there is a relationship between drawing & making – we can transform 2d to 3d. - That we can use observational drawing and experimental mark-making together to make art. - That we can work from similar starting points but end up with very different individual results. - That the individual results can then be brought together to make a whole artwork. 	<p>Textiles: templates and joining techniques (Geography – Extremes)</p> <p><i>How could we join fabric to make a warm pair of gloves?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make</u></p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><u>Evaluate</u></p>

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				<p><u>Evaluate</u> - explore and evaluate a range of existing products</p> <p>- evaluate their ideas and products against design criteria</p> <p><u>Technical knowledge</u> - build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>- explore and evaluate a range of existing products</p> <p>- evaluate their ideas and products against design criteria</p> <p><u>Technical knowledge</u> - build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>
<p>Science</p>	<p><u>The Human Body (weeks 1-5)</u></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><u>TAPS assessment (Week 6)</u></p> <p>End of unit google form all children - https://forms.gle/TsZAYQQPW9D2KYzD6</p> <p><u>Seasonal changes (week 7)</u></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><u>Materials (weeks 1-5)</u></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p><u>TAPS assessment (Week 6) Reflectiveness/ Light</u></p> <p>End of unit google form all children - https://forms.gle/sNouJ59J1bztktw7</p> <p><u>Seasonal changes (week 7)</u></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the</p>	<p><u>Plants (week 1)</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Animals (weeks 2-6)</u></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p><u>Animals (week 1-2)</u></p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p><u>TAPS - week 3</u></p> <p><u>Caring for the Planet (weeks 4-5)</u></p> <p>Working scientifically – Explore the world around them and raise their own questions</p> <p>.Working scientifically – Using their observations and ideas to suggest answers to questions.</p> <p><u>Seasonal Changes (week 6)</u></p> <p>Observe changes across the four seasons.</p>	<p><u>Plants (week 1-4)</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>TAPS assessment Plant Structure</u></p>	<p><u>Plants (week 1)</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Planting C (week 2)</u></p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Growing and Cooking (week 3-5)</u></p> <p>Working scientifically – Using their observations and ideas to suggest answers to questions</p> <p><u>Seasonal changes (week 6)</u></p>

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		<p>seasons and how day length varies.</p>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>End of unit google form for all children -</p> <p>https://forms.gle/XeYJpS5TuAKLV3Cs9</p>	<p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Planting B (week 7)</u></p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>		<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>TAPS assessment (Week 7)</u> Seasonal Change</p>
<p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> • During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 						
<p>Main text(s)</p>	<p>Cave Baby- Julia Donaldson</p>  <p>Astro Girl- Ken Wilson Max</p> 	<p>I Want My Hat Back- Jon Klassen</p>  <p>Billy and the Beast- Nadia Shireen</p> 	<p>Beegu- Alexis Deacon</p>  <p>Leo and the Octopus-</p> 	<p>Stanley's Stick- John Hegley</p>  <p>Dinosaurs and all that Rubbish-</p> 	<p>Lost and Found- Oliver Jeffers</p>  <p>Lubna and the Pebble-</p> 	<p>Dadaji's Paintbrush</p>  <p>The Magic Bed-</p> 

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English	<p><u>Cave Baby:</u> Narrative retellings Labels and captions, informal letters</p> <p><u>Astro Girl:</u> Fact files about being astronauts Writing in role, commands, 'how to' guides</p>	<p><u>I Want My Hat Back:</u> Story sequels Questions, speech bubbles, letters, lists</p> <p><u>Billy and the Beast:</u> Own version 'defeat a monster' narratives Wanted posters, summaries, emails, character descriptions, recipes</p>	<p><u>Beegu:</u> Own version 'alien' narratives Descriptions, commands, letters, nonsense-word dictionary, poems, nonfiction reports</p> <p><u>Leo and the Octopus:</u> Fact file This is Me! posters, letters of advice, factual descriptions, logbooks, scripts</p>	<p><u>Stanley's Stick:</u> Own version narratives Retellings, descriptions</p> <p><u>Dinosaurs and all that Rubbish:</u> Pamphlets Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters</p>	<p><u>Lost and Found:</u> Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions, non-chronological reports</p> <p><u>Lubna and the Pebble:</u> Own version gifting narratives Labels, thank you notes, speech bubbles, advice postcards, instructions</p>	<p><u>Dadaji's Paintbrush:</u> Own version narrative Labels, captions, character comparisons, thought and speech bubbles, fact files</p> <p><u>The Magic Bed:</u> Own version fantasy stories Setting descriptions, additional scenes, description of magical piece of furniture, lists</p>
Maths (White Rose)	<p>Number: Place Value (Within 10) Number: Addition and Subtraction (Within 10)</p>	<p>Number: Addition and Subtraction (Within 10) Geometry: Shape</p>	<p>Number : Place value (within 20) Number: Addition and Subtraction (Within 20)</p>	<p>Number: Place Value (Within 50) Measurement (length and height) Measurement (mass and volume)</p>	<p>Number: Multiplication and Division Number: Fractions Geometry: Position and Direction</p>	<p>Number: Place Value (Within 100) Measurement: (money) Measurement: (time)</p>
PE	Hands 1	Gymnastics (wide, narrow, curled)	Dance (the zoo)	Games for understanding	Athletics (running 1)	Rackets, bats and balls
Music (Charanga)	<p>Hey You - Old-School Hip Hop style</p> <p><i>children will learn;</i> the differences between pulse, rhythm and pitch how to rap and enjoy it in its original form.</p> <p>how to sing, play, improvise and compose with this song</p> <p>how to listen and appraise other Old-School Hip Hop tunes.</p>	<p>Rhythm in the Way we Walk (Reggae) and Banana Rap (Hip Hop)</p> <p><i>children will learn;</i> to listen & Appraise other styles of music</p> <p>to continue to embed the interrelated dimensions of music through games and singing.</p>	<p>In the Groove - Blues, Latin, Folk, Funk, Baroque, Bhangra</p> <p><i>children will learn;</i> to identify the six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk.</p> <p>to listen and learn a different style of In The Groove.</p>	<p>Round and Round - Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p><i>children will learn;</i> to take integrated approach to music</p> <p>to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	<p>Your Imagination - Pop</p> <p><i>children will learn;</i> to take integrated approach to music</p> <p>to explore a song where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked</p>	<p>Reflect, Rewind and Replay - Western Classical Music</p> <p><i>children will learn;</i> to take integrated approach to music</p> <p>to revisit songs and musical activities</p> <p>recognise a context for the History of Music</p> <p>recognise and use the beginnings of the Language of Music.</p>

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<p>Computing (Purple Mash) Yellow = split units over half terms</p>	<p><u>Introduction to PM</u> (Information Technology) (3 weeks)</p> <ul style="list-style-type: none"> - Logging in and out of Purple Mash - Opening and using 2Dos - Saving work in the Work area <p><u>Creating & Following Instructions</u> (Computing Science) (3 weeks)</p> <ul style="list-style-type: none"> - Following instructions - Creating Instructions - Understanding simple algorithms <p>ONLINE SAFETY 1 WEEK</p> <ul style="list-style-type: none"> - Self image and identify (Lesson 1) - Online relations ships (Lesson 1 and 2) 	<p><u>Data Explorers</u> (Information Technology) (6 weeks)</p> <ul style="list-style-type: none"> - Sorting and grouping quizzes - Understanding what data is - Representing data electronically <p>ONLINE SAFETY 1 WEEK</p> <ul style="list-style-type: none"> - Online relations ships (Lesson 3 and 4) - Online reputation (Lesson 1) 	<p><u>Coding</u> (Computer science) (6 weeks)</p> <ul style="list-style-type: none"> - Using blocks to code - Understanding objects, actions and events - Planning and designing a program <p>ONLINE SAFETY 1 WEEK</p> <ul style="list-style-type: none"> - Online bullying (Lesson 1) - Health, well-being and lifestyle (Lesson 1) 	<p><u>Creative Computing</u> (Information Technology) (4 weeks)</p> <ul style="list-style-type: none"> - Making digital art - Making and sharing jigsaws - Making a drag and drop game <p>ONLINE SAFETY 1 WEEK</p> <ul style="list-style-type: none"> - Privacy and security (Lesson 1 and 2) 	<p><u>Animated stories</u> (Information Technology) (6 weeks)</p> <ul style="list-style-type: none"> - Using blocks to code - Understanding objects, actions and events - Planning and designing a program 	<p><u>Technology around us</u> (Digital Literacy) (4 weeks)</p> <ul style="list-style-type: none"> - Understanding what technology is - Recognising technology in the local environment and wider world <p>ONLINE SAFETY 2 WEEKS</p> <ul style="list-style-type: none"> - Managing online information (Lesson 1 and 2) -- Copyright and ownership (Lesson 1 and 2)
	<p>Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World (Digital Literacy)</p> <p>- self image and identity - online relationships - online reputation - online bullying -health, wellbeing and lifestyle - privacy and security - managing online information -copyright and ownership</p>					
RE	<p>Unit 7 Who do Christians say made the world? Creation</p>	<p>Unit 8 Why does Christmas matter to Christians? Incarnation</p>	<p>Unit 15 Who is a Muslim and how do they live? (part 1) Islam</p>	<p>Unit 17 Who is a Muslim and how do they live? (part 2) Islam</p>	<p>Unit 11 What does it mean to belong to a faith community? Thematic</p>	<p>Unit 12 How should we care for the world and for others, and why does it matter? Thematic</p>
PSHE (Jigsaw)	<p>Being me in my world I understand the rights and responsibilities as a member of my class</p> <p>I feel special and safe in my class and know how to make my class a safe place for everybody to learn.</p> <p>I know my views are valued and can recognize the</p>	<p><i>Celebrating Difference</i> I can tell you some ways I am different from my friends.</p> <p>I understand these differences make us all special and unique.</p>	<p>CO-OP VALUE SOLIDARITY</p>	<p>Healthy Me I can tell you why my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can recognize how being healthy helps me to feel happy.</p>	<p>Relationships I can tell you why I appreciate someone who is special to me</p> <p>I can express how I feel about them.</p>	<p>Changing Me I can identify the parts of the body that make boys different to girls and can use the correct names for these (penis, testicles and vagina).</p> <p>I respect my body and understand which parts are private.</p>

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	choices I make and understand the consequences					
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