

Co-op Academy Clarice Cliff Primary - Curriculum Overview – Year 1 - 2026/27

	Autumn 1 Geography/ Art 7.5 weeks	Autumn 2 History/ D.T 7 weeks	Spring 1 Geography/ Art 6 weeks	Spring 2 History/ D.T. 5 weeks	Summer 1 Geography/ Art 7 weeks	Summer 2 History/ D.T. 6.5 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>					
Art/D.T	<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?</i> <i>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 <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>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>

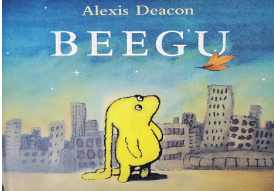
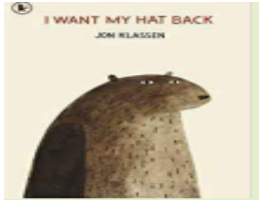
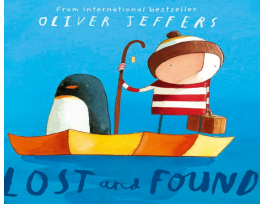
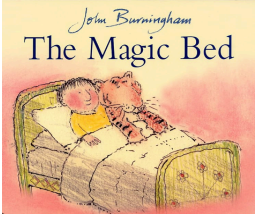
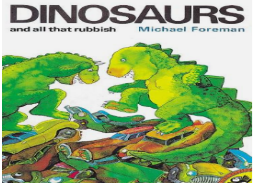
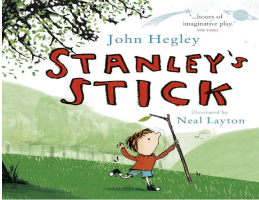
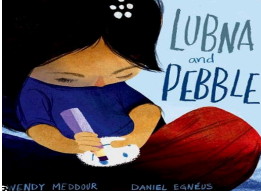
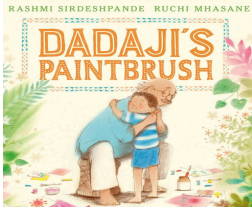
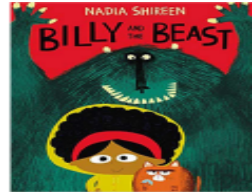
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			<p><u>Evaluate</u></p> <ul style="list-style-type: none">- explore and evaluate a range of existing products- evaluate their ideas and products against design criteria <p><u>Technical knowledge</u></p> <ul style="list-style-type: none">- build structures, exploring how they can be made stronger, stiffer and more stable- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	<ul style="list-style-type: none">- explore and evaluate a range of existing products- evaluate their ideas and products against design criteria <p><u>Technical knowledge</u></p> <ul style="list-style-type: none">- build structures, exploring how they can be made stronger, stiffer and more stable- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Science	<p><u>Animals Including Humans</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>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</u></p> <p>w 5. Y1plan Animal classification - Review.docx</p> <p><u>End of unit google form all children -</u> https://forms.gle/TsZAYQOPW9D2KYzD6</p> <p><u>Seasonal changes (final 2 lessons)</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>Pupils should observe, and talk about changes in the weather and the seasons</p>	<p><u>Everyday Materials</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>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>TAPS assessment</u> <u>Reflectiveness/ Light</u></p> <p><u>End of unit google form all children -</u> https://forms.gle/sNowJ59J1bzttktw7</p> <p><u>Seasonal changes (final 2 lessons)</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>Pupils should observe, and talk about changes in the weather and the seasons</p>	<p><u>Plants</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 (end of plants unit)</u> <u>Plant Structure</u></p> <p>NO END OF UNIT GOOGLE FORM FOR THIS?</p> <p><u>Seasonal changes (final 2 lessons)</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>Pupils should observe, and talk about changes in the weather and the seasons</p> <p><u>TAPS assessment</u> <u>Seasonal Change</u></p>	

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	<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		

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Main text(s)	<p>Rapunzel - Bethan Woolvin</p>  <p>Beegu- Alexis Deacon</p> 	<p>I Want My Hat Back- Jon Klassen</p>  <p>Lost and Found- Oliver Jeffers</p> 	<p>The Magic Bed- John Burningham</p>  <p>Astro Girl-</p> 	<p>Dinosaurs and all that Rubbish- Michael Foreman</p>  <p>Stanley' Stick- John Hegley</p> 	<p>Leo and the Octopus- Isabelle Marinov</p>  <p>Lubna and the Pebble-Wendy Meddour</p> 	<p>Dadaji's Paintbrush- Rashmi Sirdeshpande</p>  <p>Billy and the Beast- Nadia Shireen</p> 
English	<p><u>Rapunzel</u> Labels and captions, character descriptions, sentence writing, collaborative poem writing. Drama activities.</p> <p><u>Beegu:</u> Own version 'alien' narratives Descriptions, commands, letters, nonsense-word dictionary, poems, nonfiction reports</p>	<p><u>I Want My Hat Back:</u> Story sequels Questions, speech bubbles, letters, lists</p> <p><u>Lost and Found:</u> Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions,</p>	<p><u>The Magic Bed:</u> Own version fantasy stories Setting descriptions, additional scenes, description of magical piece of furniture, lists</p> <p><u>Astro Girl:</u> Fact files about being astronauts Writing in role, commands, 'how to' guides</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>Leo and the Octopus:</u> Fact file This is Me! posters, letters of advice, factual descriptions, logbooks, scripts</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>Billy and the Beast:</u> Own version 'defeat a monster' narratives Wanted posters, summaries, emails, character descriptions, recipes</p>
Maths (White Rose)	<p>Number: Place Value (Within 10)</p> <p>Number: Addition and Subtraction (Within 10)</p>	<p>Number: Addition and Subtraction (Within 10)</p> <p>Geometry: Shape</p>	<p>Number : Place value (within 20)</p> <p>Number: Addition and Subtraction (Within 20)</p>	<p>Number: Place Value (Within 50)</p> <p>Measurement (length and height)</p> <p>Measurement (mass and volume)</p>	<p>Number: Multiplication and Division</p> <p>Number: Fractions</p> <p>Geometry: Position and Direction</p>	<p>Number: Place Value (Within 100)</p> <p>Measurement: (money)</p> <p>Measurement: (time)</p>

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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>
Computing (Purple Mash)	<p>Introduction to PM (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>Creating & Following Instructions (Computing Science)</p> <ul style="list-style-type: none"> - Following instructions - Creating Instructions - Understanding simple algorithms <p>ONLINE SAFETY - Self image and identify (Lesson 1 & 2)</p> <ul style="list-style-type: none"> - Online relations ships (Lesson 1, 2 and 3) 	<p>Data Explorers (Information Technology)</p> <ul style="list-style-type: none"> - Sorting and grouping quizzes - Understanding what data is - Representing data electronically <p>ONLINE SAFETY Online relations ships (Lesson 3 and 4)</p>	<p>Coding (Computer science)</p> <ul style="list-style-type: none"> - Using blocks to code - Understanding objects, actions and events - Planning and designing a program <p>ONLINE SAFETY - Health, well-being and lifestyle (Lesson 1)</p>	<p>Creative Computing</p> <ul style="list-style-type: none"> - name, save and retrieve their work - follow simple instructions - access online resources - create and combine digital content such as images, sound and text with a purpose. <p>ONLINE SAFETY - Privacy and security (Lesson 1, 2 and 3)</p>	<p>Animated stories (Information Technology)</p> <ul style="list-style-type: none"> - Using blocks to code - Understanding objects, actions and events - Planning and designing a program <p>ONLINE SAFETY - Online bullying (Lesson 1)</p>	<p>Technology around us (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 - - Managing online information (Lesson 1, 2 and 3)</p> <ul style="list-style-type: none"> -- Copyright and ownership (Lesson 1 and 2) - Online reputation (Lesson 1 and 2)
Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World (Digital Literacy)						

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	- self image and identity - privacy and security - managing online information -copyright and ownership					
RE	Unit 7 1.2 Who do Christians say made the world? (Theology)	Unit 8 1.3 Why does Christmas matter to Christians? (Theology)	Unit 9 1.7 Who is Jewish and how do they live? (sociology, theology)	Unit 11 1.10 What does it mean to belong to a faith or belief community? (sociology)	Unit 10 1.1 What do Christians believe God is like? (Theology)	Unit 12 1.9 How should we care for others and for the world, and why does it matter? (Philosophy)
PSHE (Jigsaw)	Being me in my world I know how to use the class Jigsaw Floorbook I understand the rights and responsibilities as a member of my class I understand the rights and responsibilities for being a member of my class I know my views are valued and can contribute to the Learning Charter I can recognise the choices I make and understand the consequences I understand my rights and responsibilities within our Learning Charter	<i>Celebrating Difference</i> I can identify similarities between people in my class I can identify differences between people in my class I can tell you what bullying is I know some people who I could talk to if I was feeling unhappy or being bullied I know how to make new friends I can tell you some ways I am different from my friends	Dreams and Goals I can set simple goals I can set a goal and work out how to achieve it I understand how to work well with a partner I can tackle a new challenge and understand this might stretch my learning I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	Healthy Me I understand the difference between being healthy and less healthy, and know some ways to keep myself healthy I know how to make healthy lifestyle choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I understand that medicines can help me if I feel poorly and I know how to use them safely I know how to keep safe when crossing the road, and about people who can help me to stay safe I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	Relationships I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend means to me I know appropriate ways of physical contact to greet my friends and know which ways I prefer I know who can help me in my school community I can recognise my qualities as a person and a friend I can tell you why I appreciate someone who is special to me I can tell you why I appreciate someone who is special to me I can express how I feel about them.	Changing Me I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus I understand that every time I learn something new I change a little bit I can tell you about changes that have happened in my life