

**Year 1**  
**Spring Term 2026 - Our Learning**



**Curriculum Overview - Year 1**

<b>English Reading</b>	<b>The Tale of Peter Rabbit by Beatrix Potter</b> <b>Summary:</b> The mischievous Peter Rabbit gets into trouble with Mr McGregor, will he ever learn his lesson? Luckily his mother is waiting for him at home to give him some nice warm tea and put him to bed.
	<b>Look Up! by Nathan Bryon</b> <b>Summary:</b> Rocket's dream is to be the world's greatest astronaut. Her first task is to convince her family and friends to share her love for staring at the stars. It is harder than it seems as her brother will not stop staring at his phone!
	<b>Chocolate Cake by Michael Rosen</b> <b>Summary:</b> Michael loves his mother's chocolate cake so much that, when he has a piece he can't stop at one! One night he sneaks into the fridge and finishes the whole cake. This poem tells of Michael's love of chocolate cake and his plan to stop his mother from discovering it was him.
	<b>Rapunzel - Bethan Woollvin</b> Rapunzel lives alone in the tall, dark tower. One day, she discovers a cunning plan to escape!
<b>English Writing</b>	<b>Narratives and Poetry</b> This term, pupils will be focusing on 5 writing units: <ul style="list-style-type: none"><li>● Poetry</li><li>● Recounts from a personal experience</li><li>● Informal letters</li><li>● Stories with familiar settings</li><li>● Setting descriptions</li></ul>

	<p>There is a continual focus for pupils to construct full sentences using full stops and capital letters. Pupils are encouraged to write exciting sentences using the process of Think, Say, Write, Check. Pupils are reminded to use 'Fred talk' to spell words that are phonetically decodable along with spelling 'red' words that they are now familiar with. This term, pupils will be introduced to a range of exciting and ambitious vocabulary and will be encouraged to use this both in spoken language and writing.</p>
<p><b>Mathematics</b></p>	<p><b>Pupils learn about the following topics:</b></p> <ul style="list-style-type: none"> <li>● Time</li> <li>● Calculation strategies within 20</li> <li>● Numbers to 50</li> <li>● Addition and subtraction within 20</li> <li>● Fractions</li> <li>● Measures: Length and Mass</li> </ul>
<p><b>Science</b></p>	<p><b>Seasonal Changes and Weather: Winter in Hillingdon</b></p> <p>Pupils will develop their knowledge of the seasons. They will understand how the daylight changes in the winter. Pupils will discuss the daily changes in the weather and will explore how people adapt to the winter by changing the activities that they do and clothes that they wear. Pupils will learn to spot clues that show that the season is changing and will think about different things they might see in nature that show it is winter.</p> <p><b>Animals Including Humans</b></p> <p>Pupils will learn about different types of animals and whether these animals are herbivores, carnivores or omnivores. Pupils will learn about their five senses and how they can use them to explore the world around them. They will identify, name, and draw parts of the body and discover which is associated with each sense. Using scientific language, they also learn how humans and other animals move and grow.</p>
<p><b>Art</b></p>	<p><b>Art Strand: The Natural World: Drawing - Palaeontology - Dinosaurs (Curriculum Link : History Mary Anning and David Attenborough)</b></p> <p>This strand is designed to help our pupils understand and respect the earth and all who live on it. This will help them to make connections between how they live and the natural world, seeing themselves as part of what surrounds them. In this unit pupils will be encouraged to be curious about sentient beings that existed before humans on the earth. They will use their sketchbooks to</p>

	<p>explore paleo art and develop their ability to draw things from simple geometric shapes. Building on these skills, pupils will create a cityscape for dinosaurs and humans to coexist, inspired by the author and illustrator Bernard Most and will create watercolour dinosaur silhouette scenes, inspired by paleoartist Robert Nicholls.</p>
	<p><b>Art Strand: World Art: Painting &amp; Sculpture -All around the world (compare hot &amp; cold countries around the world) (Curriculum Link: Geography)</b></p> <p>In this unit pupils will be studying aspects of a country's heritage and art's history, learning about different artists across the world. Using their sketchbooks, they will create a passport to travel to different continents, exploring artwork from around the world, from understanding the significance of spiritual symbols and dots, inspired by Aboriginal artist, Clifford Possum Tjapaltjarri. Pupils will develop their ability to use and apply the formal elements by increasing their control of line and use simple 2D geometric shapes when drawing mehndi hand art designs, exploring temporary body art and decorations and celebrating festivals and customs. Pupils will explore climate change inspired by the artwork of artist Nerys Levy, create tints in pallets and on the paper creating Antarctic iceberg landscapes and create collage inspired famous London landmarks by the artist Tracey English.</p>
<p><b>Computing</b></p>	<p><b>Creating Media: Digital Painting</b></p> <p>This unit introduces pupils to the idea of using computers to create artwork. They learn how to use shapes and lines using digital media and explore different colours and digital shading tools. During digital painting, pupils will paint themselves, linking to our theme of 'All about Me'. They build on their previous learning within art lessons of doing self portraits and apply these skills to digital art. Pupils will use their knowledge of abstract art from previous art lessons to create digital art using shape tools and colours.</p>
	<p><b>Data and Information: Grouping Data</b></p> <p>This unit introduces pupils to data and information using computers and links with pupils' learning about counting and grouping objects to 50 within maths lessons this term. Pupils will apply their maths skills to count and understand their data. Pupils will retrieve information in the context of shapes, making links with previous learning on 2D shapes in Maths.</p>
<p><b>Design and Technology (DT)</b></p>	<p><b>Cooking and Nutrition (Curriculum Link: Science - Animals Including Humans and Personal Development)</b></p> <p>This term, Year 1 are taking part in a DT project linked to their Personal Development unit, 'Healthy Me'. Building on their learning about making healthy food choices, pupils will learn about how to increase the nutritional value of a meal by adding more variety of fruit and vegetables. Pupils will learn about eating as a sensory experience and will explore how different textures and seasoning can</p>

	change the experience of eating a particular food. They will use a range of techniques to create and change dishes that appeal to the senses, including ribboning courgettes and grating cabbages.
<b>Geography</b>	<p><b>Human and Physical Geography: Hot and Cold Locations (Curriculum Link: Science - Seasons)</b></p> <p>Pupils will revise the continents and oceans of the world. Building on this, they will learn about the Equator and explore the weather in different locations in relation to the Equator. Pupils will explore human and physical geography through identifying daily weather patterns and locations of hot and cold countries around the world. They will decide on locations that they would enjoy best to live in based on the climate of the countries.</p>
<b>History</b>	<p><b>The Lives of Significant People: Mary Anning and David Attenborough (Curriculum Link: Science - Animals Including Humans)</b></p> <p>In this unit, pupils will learn about Mary Anning and her discoveries as a palaeontologist. Pupils will learn about the significance of her work today. Following this, pupils will learn about David Attenborough and his achievements. Pupils will reflect on how his work has also helped us to discover more about humans and animals today. Pupils will explore some of the similarities that Mary Anning and David Attenborough share and will compare some of their achievements.</p>
<b>Music</b>	<p>We work in partnership with Sing Education to deliver our music curriculum. The school's music subject leader oversees the music curriculum and our work with Sing. This term pupils will be:</p> <ul style="list-style-type: none"> <li>• <b>Exploring Pitch - High and Low</b></li> <li>• <b>Creating Music - Sound Effects and Storytelling</b></li> </ul>
<b>Physical Education (PE)</b>	<p><b>Ball Games</b></p> <p>Pupils will be able to use different equipment to play in a ball game. They will be able to listen to the rules of a game and play by these. They will be able to ask for help. Pupils will use the ball skills from the previous unit and apply these to different games</p>
	<p><b>Coordination &amp; Agility (S&amp;R, Reaction and response)</b></p> <p>Pupils will be able to perform a small range of skills and link 2 movements together. They will be able to retrieve a ball safely and react quickly to a ball being dropped.</p>

	<p><b>Target Games</b></p> <p>Pupils will be able to roll an object towards a target. Pupils will begin to throw an object at a target from a distance with some success</p>
	<p><b>Attacking and Defending</b></p> <p>Pupils work with others and look at performances from their peers and how they perform. Pupils play games as a team and develop simple tactics for attacking and defending within a game or activity.</p>
<b>Personal Development</b>	<p><b>Dreams and Goals</b></p> <p>Pupils will be thinking about being the best they can be; how to set goals and how to overcome challenges. They will learn how to self-evaluate and identify what is going well and what they are finding difficult. In this unit, pupils will set a goal for themselves and decide on how they can achieve this.</p>
	<p><b>Healthy Me (Curriculum Link - Design &amp; Technology)</b></p> <p>Pupils will explore ways to live a healthy lifestyle. Pupils will learn about the effects different foods have on the body and will learn about how having a healthy balanced lifestyle makes them feel.</p>
<b>Religious Education (RE)</b>	<p><b>Christianity: Easter</b></p> <p><b>Key Question: Why was Jesus welcomed like a king by the crowds on Palm Sunday?</b></p> <p>Pupils will learn that Jesus is important to Christians and how His welcome on Palm Sunday shows this. Pupils will consider people in their lives that are special to them and will decide on ways to show someone a warm welcome.</p>