

Year 1
Summer Term 2025/2026 - Our Learning



Curriculum Overview - Year 1

**English
Reading**

‘There’s a Ran-Tan in my Bedroom’ by James Selik

A girl finds a curious orangutan in her bedroom and, despite not understanding him and his reactions, she learns about the actions of humans in the rainforest.

‘And Tango Makes Three’ by Justin Richardson and Peter Parnell

‘And Tango Makes Three’ is a picture book based on the true story of two male penguins at the Central Park Zoo who raised a chick together.

‘Too Much Stuff’ by Emily Gravett

A pair of magpies gather lots of things for their nest, but is it what their chicks really need? This is a story with a message about recycling, looking after our homes and looking after our environment.

‘The Lion Inside’ by Rachel Bright

The story centres around a mouse who wants to be noticed and thinks the way to achieve this is to be more like a lion, so asks a lion for lessons on how to roar. There is a twist in the story and an important lesson to be told.

‘The Proudest Blue’ by Ibtihaj Muhammad and S.K. Ali

Asiya is celebrating her first day of wearing a hijab. When she is faced with some hurtful teasing from other children, Faizah comes to support her. The sisters learn not to hold onto the hurtful words and, instead, they recognise that what may make them seem different is worth valuing and celebrating.

<p>English Writing</p>	<p>Writing units</p> <p>This term, pupils will be focusing on 6 writing units:</p> <ul style="list-style-type: none"> ● Informal letters ● Strong Start writing ● Stories with a familiar setting ● Instruction writing ● Poetry on a theme ● Poetry: Pattern and Rhyme <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 encouraged to use conjunctions to join ideas in both spoken language and writing.</p>
<p>Maths</p>	<p>Maths topics</p> <ul style="list-style-type: none"> ● Addition and subtraction within 100 ● Money ● Multiplication and division ● Measures: capacity and volume
<p>Science</p>	<p>Seasonal Changes and Weather: Spring and Summer in Hillingdon</p> <p>Pupils continue to build on our prior knowledge of the seasons. They observe the changes in weather and how this impacts on the clothes that they wear and the places that they visit. They will learn how to stay safe in the summer sun, especially when they are playing on the school field. Pupils will plot the daily changes in weather, making first-hand observations and discussing the changes. This may include heatwaves and thunderstorms in the summer!</p> <hr/> <p>Plants</p> <p>Pupils will learn about the structures of different flowering plants and trees by observing different flowering plants. They will discuss how trees are also plants and will observe their different parts. They will explore a variety of wild and garden plants and learn the names of the most common plants (e.g. dandelion, daisy, rose, pansy). They will have the opportunity to go to the school field to observe, draw and name plants in our environment.</p>

<p>Art</p>	<p>Art Strand: World Art. Drawing & Sculpture - Castles & Architecture - Locality including HPS Curriculum link: History</p> <p>In this unit, pupils will look at the architecture of Hillingdon Primary School and compare its structure to castles in the UK and historical architecture. Using sketchbooks, pupils will practise and try out ideas and techniques, sketching the school building using drawing media and experimenting with ink bleeding technique. They will look at the artist and printmaker Clare Caulfield, sketching the school building, looking at the architecture and Paul Klee’s ‘Castle and Sun,’ creating 3D abstract castle using geometric shapes and collage. Pupils will explore, discover and invent new ways for their 2D sketches to transform into 3D sculpture. Pupils will evaluate their own work and share what they have enjoyed during the process and what they like about the end result. Pupils will also explore royal portraiture from the National Gallery, learning to be curious about the accurate and detailed depictions of their life and its problems. Pupils draw portraits of significant British monarchs, including King Charles III, and investigate the concept of light and dark, and learn how to create both values. They will reflect in their sketchbooks, forming opinions about the process of their work, saying what went well and how to improve it.</p>
<p>Computing</p>	<p>Programming. Curriculum Link: Maths (Direction)</p> <p>Building on their learning in Maths, pupils are introduced to programming. They learn to direct a character around a maze using the correct directions; they give clear instructions using arrows. Pupils then use an online coding site to practise creating their own simple programs. For each puzzle, they are encouraged to think about what the program can achieve. They also start to debug programs if necessary. Once they have learnt how to create programs to allow a character to pick up one object, pupils then move on to picking up more than one object by using the ‘Repeat’ button.</p> <p>Creating Media: Digital design Curriculum Link: Personal Development (‘Me and My World’)</p> <p>Pupils build on their knowledge of digital writing. They learn how to navigate a simple presentation program: Google Slides. They learn how to add and edit text in the presentation program as well as how to add images to a project. Pupils are then asked to make careful choices when designing their own project (a bookmark). Finally, they compare creating a bookmark on the computer and creating one using paper and pencils. Pupils create a bookmark about themselves with their name and identifying things they like. Pupils reflect on the ideas they gathered in previous terms about ‘Me and My World’.</p>

Design and Technology (DT)	<p>Structures: freestanding structures. Curriculum Link: Art/ History: Locality</p> <p>In this unit, pupils will observe some of the structures in their local area and will investigate what needs to be in place so that a structure can remain standing on its own. They will use a range of materials to explore why some structures may fall. After experimenting with different techniques to create a tower, pupils will design and make their own tower structure for our local area.</p>
Geography	<p>Mapping and Fieldwork Curriculum link: English reading / History: Locality</p> <p>Pupils will learn about what a map is and will consider why maps are useful. They will learn how to create an imaginary map based on the well-known story, <i>We're Going on a Bear Hunt</i>. They will learn how to include details about the features of a place on a map and will apply their learning to create a real map of their school, linking with their learning about the history of Hillingdon Primary School.</p>
History	<p>Locality: Hillingdon and Hillingdon Primary School</p> <p>Pupils will learn about how Hillingdon has changed over time. They will learn about some important events in Hillingdon through the years. They will find out about the history of Hillingdon Primary School and will use different sources to compare how the buildings look now to how they were in the past. Pupils will consider how different the school day and teaching would have been 100 years ago and will think about the positives and negatives of going to school in the past compared to today.</p>
Music	<p>We work in partnership with Sing Education to deliver our music curriculum.</p> <p>This term our themes are:</p> <p>Singing and Playing Skills 1: Pitch-Matching Understanding Rhythm and Pitch (Percussion)</p>
Physical Education (PE)	<p>Target Games</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>Footwork and Jumping Skills</p> <p>Pupils will move with good control and balance. They will follow instructions and work independently. Pupils will jump from 2 feet to 2 feet in a number of directions. They will explore different ways of jumping and moving safely.</p>
	<p>Coordination & Agility (Ball chasing & Ball Skills)</p> <p>Pupils will start and stop quickly to chase a ball. They will maintain control of their bodies whilst doing this. Pupils will develop increased awareness of why exercise is important for good health.</p>
	<p>Athletics</p> <p>Pupils show others different ways of performing skills that have been learnt (jumping, throwing and running). Pupils continue to master basic movement skills.</p>
Personal Development	<p>Relationships</p> <p>Pupils are introduced to the concept of relationships. Pupils will discuss and explain why they have special relationships with some people like parents/carers, friends and siblings, and how these relationships help them feel safe and good about themselves. Pupils will learn about the qualities that make these relationships positive, such as being a good friend. They will consider examples of behaviour in other people that we appreciate and behaviours that we find difficult and don't like.</p>
	<p>Changing Me</p> <p>Pupils will compare how they are now to when they were a baby and look at the things they may do when they are older. Pupils learn the names of different parts of the body. Pupils will learn about the transition to Year 2 and some of the emotions and feelings people experience when growing up.</p>
Religious Education (RE)	<p>Places of Worship in my Community</p> <p>Pupils continue to build on the concept of religion and start to explore places of worship in our local community. They will focus on some of the major world faiths (e.g. Christianity, Islam, Judaism) and the importance of the place of worship (e.g. church, mosque, synagogue) as a centre for the community and for worship.</p>