

CURRICULUM OVERVIEW

Term 1 2026



YEAR ONE

ENGLISH



Engaging with imaginative stories

Students engage with a range of imaginative picture books that depict characters, settings and events. They explore the typical stages of narratives and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences.

MATHS

Number and Algebra: represent, partition and compose numbers in various ways, recognise patterns in numbers and the environment

Space: use simple transformations, directions and pathways to move positions

Statistics: use simple surveys to collect and sort and represent data

HUMANITIES & SOCIAL SCIENCES (HASS)



My Changing World

Students explore family structures and the roles of family members over time. They recognise the personal significance of events in their family. Students identify and describe important events and sequence personal changes in their own lives. They compare aspects of their daily lives to the lives of family members when they were young and share their family stories.

SCIENCE



Biological sciences

Students identify and compare needs of plants and animals, such as air, water, food or shelter, and recognise all plants and animals share some basic needs.

They begin to pose questions, follow safe procedures, make and record observations and explore how places meet the needs of the animals and plants living there.

Students then create visual representations to show the relationship between the needs of living things and the places they live.

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HEALTH & PHYSICAL EDUCATION: PE



Stroke Development and Basic Life Saving

In this unit, students will explore movement in response to a water environment. Students will perform sequences of movements involving freestyle and backstroke.



HEALTH & PHYSICAL EDUCATION: HEALTH

A little independence

In this unit students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences and recognise how diversity contributes to identities.

THE ARTS: MUSIC



Musical Foundations

In this unit, students will develop their understanding of music through songs and rhyme. They will discriminate between beat and rhythm and high and low sounds at a close interval. Through games, movement, singing and playing they will build a strong repertoire to form the foundations of music understanding and literacy.

THE ARTS: VISUAL ART



What are you thinking?

In this unit, students explore how changes in facial features, style and form communicate emotion in artworks. They will explore the visual language of portraiture and self-portraiture in artworks by a range of artists and use this to develop their own artworks. They will experiment with visual conventions (drawing, photography) and observation to create artworks to communicate emotion.

Students will display artworks, share ideas about the choices they made in their artwork and describe how they chose to represent a specific emotion in their work.