Askam Village School Curriculum Plan – 2025-2026 Year 1 Spring Term

English	Maths	Science	Art and Design
Book Studies **Beegu** **Outcomes**: Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports **Main outcome:** Own version 'alien' narratives **Leo and the Octopus** **Outcomes:** This is Me! posters, letters of advice, factual descriptions, logbooks, scripts **Main outcome:** Fact file	**White Rose Maths** **number** Number (within 20) **Number** Addition & Subtraction (within 20) Number Place Value (within 50) Measurement Length & Height Measurement Mass & Volume	**Sensitive bodies** Identifying and naming body parts and conducting practical activities with the senses to spot patterns and answer questions. **Comparing animals** Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets	**Painting & Mixed Media** **Colour Splash** Name the primary colours. Explore coloured materials to mix secondary colours. Mix primary colours to make secondary colours. Apply paint consistently to their printing materials to achieve a print. Use a range of colours when printing. Mix five different shades of a secondary colour. Decorate their hands using a variety of patterns. Mix secondary colours with confidence to paint a plate. Describe their finished plates.
Computing	**Design Technology**	**Geography**	**History**
Grouping data Exploring object labels, then using them to sort and group objects by properties. **Digital painting** Choosing appropriate tools in a program to create art and making comparisons with work non-digitally.	**Cooking & Nutrition – Smoothies** Handle and explore fruits and vegetables and learn how to identify fruit, before undertaking taste testing to establish chosen ingredients for a smoothie they will make, with accompanying packaging.	**What is the weather like in the UK?** Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.	**How have toys changed?** Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.
Personal, Social, Health Education and Citizenship	**Music**	**Physical Education**	**Religious Education**
Keeping Safe Safe and unsafe secrets, appropriate touch, medicine safety. **Rights and Responsibilities** Co-operation, self-regulation, online safety, looking after money – spending and saving.	**Dynamics -Seaside** Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside. **Sound patterns -Fairytales** Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	**Fitness** Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. **Gymnastics** key Steps competition **Dance** Pupils will explore travelling actions, movement skills and balancing. **Sending and Receiving** pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.	**Unit 1.7 Baptism (7+3)** Why is Baptism special? **World Views** – How do people of world faiths welcome new babies – Islam What does it mean to 'belong?' What is baptism? Why are some people baptised? Why is baptism special? What is a promise? Where is it kept? How is it kept? What makes a person feel they are part of God's family? How do people of faith welcome new babies? How do people of faith welcome new members? Why are names important?