

New Valley Primary Curriculum Outline

Key Stage One: Year 1



2025-26	Autumn (15 weeks) incl 1.5 L2L	Spring (11 weeks)	Summer (12 weeks)
Physical	Linguistic	Cognitive	Social & Emotional
<ul style="list-style-type: none"> ● To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. ● To speak clearly and confidently in a range of contexts <ul style="list-style-type: none"> ● Use non-verbal signals to indicate agreement/disagreement 	<ul style="list-style-type: none"> ● To use vocabulary appropriate specific to the topic at hand <ul style="list-style-type: none"> ● To use 'if' and 'might' to say how something could be improved or changed ● To take opportunities to try out new language, even if not always used correctly. <ul style="list-style-type: none"> ● To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...' ● To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. 	<ul style="list-style-type: none"> ● To offer reasons for their opinions ● To recognise when they haven't understood something and asks a question to help with this. ● To disagree with someone else's opinion politely. ● To explain ideas and events in chronological order. 	<ul style="list-style-type: none"> ● Listens to others and is willing to change their mind based on what they have heard ● To organise group discussions independently of an adult. <ul style="list-style-type: none"> ● Be able to independently take turns and ensure all members contribute
Science	<p>Seasonal changes, day length and weather:</p> <ul style="list-style-type: none"> ● Name the four seasons ● Observe the key changes across the four seasons ● Describe the weather associated with the seasons ● Describe how the day length varies with the seasons 	<p>Everyday materials: Identification and properties</p> <ul style="list-style-type: none"> ● Distinguish between an object and the material it is made from ● Know the names of a variety of everyday materials, including wood, plastic, glass, metal, water and rock and be able to identify them ● Know and be able to describe the simple physical properties of a variety of everyday materials ● Compare and group together a variety of everyday materials based on their simple physical properties <p>Human body: Senses</p> <ul style="list-style-type: none"> ● Identify and name the basic parts of the human body ● Draw and label the basic parts of the human body 	<p>Animals including humans: Identification and grouping</p> <ul style="list-style-type: none"> ● Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals ● Identify and name a variety of common animals each that are carnivores, herbivores and omnivores ● Describe the structure of a variety of common animals (e.g. fish, amphibians, reptiles, birds and mammals, including pets) ● Compare the structure of a variety of common animals (e.g. fish, amphibians, reptiles, birds and mammals, including pets) <p>Plants: Identification</p> <ul style="list-style-type: none"> ● Identify and name a variety of common wild and garden plants ● Identify and name a variety of deciduous and/or evergreen trees

		<ul style="list-style-type: none"> Say which parts of the human body are associated with which sense 	<ul style="list-style-type: none"> The basic structure of a variety of common flowering plants and trees (e.g. roots, trunk, stem, flower, canopy etc)
Design Technology	<p>Food and the Eat Well plate:</p> <ul style="list-style-type: none"> Preparing fruit and vegetables, dips and dippers according to their characteristics e.g. colour, texture and taste to create a chosen product. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. Know and use technical and sensory vocabulary relevant to the project. 	<p>Structures:</p> <ul style="list-style-type: none"> Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques suitable for the structure they are creating. Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project. 	<p>Mechanisms:</p> <ul style="list-style-type: none"> Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project. Use Paper and card engineering (levers, sliders, wheels, split pins)
IT Computing	<p>Technology around us</p> <ul style="list-style-type: none"> To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly <p>Creating media – Digital painting</p> <ul style="list-style-type: none"> To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture-To compare painting a picture on a computer and on paper 	<p>Programming A – Moving a robot</p> <ul style="list-style-type: none"> To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem <p>Data and information – Grouping data</p> <p>To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects</p>	<p>Creating media – Digital writing</p> <ul style="list-style-type: none"> To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare typing on a computer to writing on paper <p>Programming B - Programming animations</p> <p>To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program</p>
Online Safety	To be added		
Geography	<p>Continents and oceans</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. 	<p>The United Kingdom</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<p>Our school and where we live</p> <ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language [for

	<ul style="list-style-type: none"> •Use world maps, atlases and globes to identify the continents and oceans <p>Weather and seasons</p> <ul style="list-style-type: none"> •Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. •Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe positions in relation to one another 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, mountain, sea, ocean, port, harbour, season and weather. 	<p>example, near and far; left and right], to describe the location of features on a map.</p> <ul style="list-style-type: none"> •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. •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. •Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, soil, valley, vegetation farm, house, office, hill,, river and shop. <p>Climate and Environment in depth study: Recycling at home and in the local area</p> <ul style="list-style-type: none"> • To understand the problems caused by litter • To take responsibility for cleaning the environment • To understand and develop practise around reduce, reuse, recycle
History	<p>How have my toys changed? Change in my lifetime- new and old versions of toys and games; reasons for change and choosing different things.</p> <ul style="list-style-type: none"> • Learning about changes in living memory through their own lives and the lives of family and teachers. • Exploring how changes in technology have changed the way we communicate. • How objects can be used to tell us about the past. • 	<p>How has childhood changed? Compare and contrast aspects of their childhood with older relatives/ adults</p> <ul style="list-style-type: none"> • Comparing their present experiences with one period of history. • Exploring a variety of historical sources to learn about how experiences of life changes between the past and the present. • Exploring how different people would have experienced different lives 	<p>Local study unit: How has our local area changed? (Buildings, transport, shops and/or shopping.) Potential Weald & Downland trip and associated learning</p> <ul style="list-style-type: none"> • Understanding how our local area has changed. • Evaluating change in use of spaces, buildings, transport, and fashion through photographs and maps. • Asking questions and discussing reliability of sources • Local field study looking at first hand evidence
Religious Education	<p>What does it mean to belong? Why are we thankful?</p> <ul style="list-style-type: none"> • Find out that people can be grateful for family and skills, as well as food. • Know how people show they are thankful. 	<p>What is belonging? Who is important to you?</p> <ul style="list-style-type: none"> • Identify the leader/founder of each religion. • Recall some key facts about each leader/founder. 	<p>What is belonging? Why do people celebrate?</p> <ul style="list-style-type: none"> • Know the names of some religious festivals and how they are celebrated. • Why people like to celebrate.

	<ul style="list-style-type: none"> Know why religious people show gratitude to their God for what they have . <p>Harvest</p> <p>What places make you feel you belong?</p> <ul style="list-style-type: none"> The names of the places of worship studied. Some of the artefacts found in each place of worship. Understand why people have special places. Role of leaders in a place of worship <p>Christmas</p>	<ul style="list-style-type: none"> Observe some of the qualities a leader needs. <p>Which stories are important to you?</p> <ul style="list-style-type: none"> Recognise that stories can have a message and inform their worldviews (both religious and non-religious). Know that stories can have a message and religious stories can help people learn about God. Give and explain examples of religious and non-religious stories with a message. <p>Easter</p>	<ul style="list-style-type: none"> How most people celebrate special times <p>How do you know you belong?</p> <ul style="list-style-type: none"> That for many religions prayer and worship takes place in the home as well as a Place of Worship. That following a religion can affect the daily life of believers. That Humanists often celebrate non-religious forms of Christmas, Easter, or other cultural events.
Music	<p>World Music- Disco- In house unit Singing (Musicianship)</p> <p>Once Upon A Tune- listening and appreciation, recognising instruments and classifying them</p>	<p>Djembe Drumming (Charanga) Singing</p>	<p>Singing, Summer concert class band Djembe Drumming (Charanga)</p>
Art	<p>Making My Mark- Drawing and printing Drawing (Intro to sketching pencils, light and dark) Printmaking and Autumn colours (mixing autumnal colours, recap primary colours)</p> <ul style="list-style-type: none"> Begin to control the types of marks made with the range of media. Vary types of line – fine, medium and broad. Draw on different surfaces with a range of media. Show an awareness of a discuss patterns around them. Experiment with simple repeated patterns using drawing and printing. Create patterns with symmetry. Know the cultural importance of pattern Create autumn leaf prints using gelliplates or similar. O’Keefe Autumn leaves 	<p>Pattern and texture: Crafting, Decoupage and an Introduction to Weaving</p> <ul style="list-style-type: none"> To choose, measure, arrange and fix materials. To explore plaiting, threading and knotting techniques. To learn how to weave. Learn to cut out objects following outer lines Learn to decoupage to decorate a box To combine techniques in a woven artwork. <p>Tammy Kanat- weaving Gustav Klimt Matisse- cutting shapes</p>	<p>Line and tone, COLOUR(Landscapes)</p> <ul style="list-style-type: none"> Experiment and draw with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Make and blend marks in chalk and charcoal. Vary types of line – fine, medium and broad. Draw on different surfaces with a range of media. Develop a range of tone using a pencil, charcoal and chalk and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Develop observational skills to look closely and reflect surface texture through mark-making Observe and draw landscapes and cityscapes <p>Hockney, Lowry, Van Gogh-contrasting colour landscapes</p>
PE	<p>Dance- Exploring Movement Multi skills- fundamentals</p>	<p>Gymnastics Games</p>	<p>Swimming (instructor) Athletics</p>
Outdoor Learning	Weekly attention to developing the skills from the Outdoor Learning Curriculum		
Safeguarding, PHSE	<p>How we recognise our feelings? Know:</p> <ul style="list-style-type: none"> how to recognise, name and describe a range of feelings 	<p>What helps us stay healthy? Know:</p>	<p>How can we look after ourselves and the wider world?</p>

<p>Well Being Content will be added for Aut 2 onwards</p>	<ul style="list-style-type: none"> • what helps them to feel good, or better if not feeling good • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust <p>People who are special to us: Know:</p> <ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried <p>Diversity Week: What is the same and different about us? Know:</p> <ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	<ul style="list-style-type: none"> • that things people put into or onto their bodies can affect how they feel • how to be physically active and how much rest and sleep they should have everyday • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing <p>People who help us: Know:</p> <ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say • how to respond safely to adults they don’t know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<p>Know:</p> <ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how they can take small steps to protect the environment around them <p>What helps us stay healthy?</p> <ul style="list-style-type: none"> • about what keeping healthy means; different ways to keep healthy • how to manage change when moving to a new class/year group <p>What can we do with money? Know:</p> <ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community <p>Looking after ourselves and the wider world</p>
<p>Whole School Themed weeks/days</p>	<p>First of the Month Good to be Me week/ Diversity Week Antibullying Week Arts week Christmas Production KS1 Choir/ concert KS2</p>	<p>First of the Month Safer Me Week / road safety/Safer Internet Day Children’s Mental Health week World Book Day- Book Week World Maths Day</p>	<p>First of the Month Health Weeks incl. Money Week and Sports Day/Croydon Sports (Refugee week) Production UKS2 Concert KS2</p>