West Earlham Infant & Nursery School

Year One Curriculum Overview 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	**How can I identify differences between trees and plants?**	**Who were the heroes and villains of the Great Fire of London?**	**How is the UK split into four?**	**What put Norwich on the map?**	**If I go to the coast, what will I find?**	**Where are the hottest and coldest places on Earth?**
Literacy	**Poem** Monkey's Meal **Narrative** Monkey See, Monkey Do	**Poem** A Tiny Burning Flame **Instructions** How to Wash a Monkey	**Poem** I am a Tree **Narrative** Little Red Riding Hood	**Poem** A Spider's Skill **Narrative** Sidney Spider	**Poem** Little Leapers **Information Report** Super Spiders	**Poem** On the Ning Nang Nong **Narrative** Three Bears
Maths	**Number** Place value within 10. **Number** Addition and subtraction within 10.	**Number** Addition and subtraction within 10. **Geometry** 2D and 3D Shape.	**Number** Place value within 20. **Number** Addition and subtraction within 20.	**Number** Place value within 50. **Measurement** Length and Height. **Measurement** Mass and Capacity.	**Number** Multiplication and Division **Number** Fractions **Geometry** Position and Direction	**Number** Place value within 100. **Measurement** Money **Measurement** Time
Science **Throughout the year: Seasonal Changes**	**How can I identify differences between trees and plants?** **What is science?** Initially, children will be learning about what it means to be a scientist. Children will begin by exploring how to think like a scientist. **Plants** The children will plant their own plants/bulbs (snowdrops, crocus, daffodil, tulip) and learn all about different types of plants and trees. **Seasonal Changes** The children will discuss why some plants can only be planted at certain times of the year.	**How do the materials of objects affect their intended use?** **Everyday Materials** The children will learn about different materials and decide which are most appropriate for different uses. Children will be able to test the suitability of materials. Children will sort objects by their	**How do our senses help us find out about the world around us?** **Humans** The children will learn about the human body and our senses. Children will explore each sense and talk about why it is important. Children will label the key parts of the human body.	**What does the impact of the environment have on local plants' survival? Plants** Children will go back and look at how their plants they planted have changed. Children will plant some different plants/vegetables (tomatoes and lettuce) and discuss the similarities and differences with the plants they planted in autumn. **Seasonal Changes** The children will discuss why some plants can only be planted at certain times of the year.	**Why are some materials more useful for particular purposes?** **Everyday materials** Children will test everyday materials and revisit their knowledge from the beginning of the year. Children look more in depth at the properties of materials and solve problems using their understanding of materials.	**What animals can be found around the UK?** **Animals** The children will learn about the different animal groups (amphibian, mammal, reptile, bird, fish) and what they eat. Children will learn about what characteristics make an animal fit into a certain group.

Circle Time (PSHE/RHE)	**Families** Children will be discussing the people who are in their family and what makes a family different. **Caring Friendships** Children will discuss the ups and downs of friendships and how these can be resolved. **Respectful Relationships** The children will talk about the different emotions people experience and what it means to ask for permission.	**Online Relationships** Children will learn about how to stay safe online and the purpose of age related content. **Anti - Bullying Week** Children will be discussing what it means to be kind alongside the theme of this year's anti bullying week. **Being Safe** Children will discuss how to ask for help from others when staying safe as well as understanding what it means to keep something/things private.	**My Body** Children will learn how to name the main parts of their body using the correct terms and how diseases are spread. **Mental Wellbeing** Children will learn about feelings and how to recognise them in themself and others. They will also learn to respect others who are different to them. **Being Healthy** Children will learn about food and drink that keeps them healthy as well as physical activity.	**Health and Prevention** Children will learn how to keep safe in the sun and about dental health and hygiene. **Basic First Aid** Children will learn about identifying dangers and ensuring an area is safe when attending an emergency.	**Identity, Society and Equality** Children will talk about how some people are the same and different. They will discuss what it means to be unique and what makes them unique. **Belonging to a Community** Children will learn what it means to have responsibility and why some rules are to keep us safe. **Looking after the environment** Children will learn how to protect our environment and be eco-friendly.	**Money and Work** Children will learn about different strengths and interests needed for different jobs. **Transitions** Children will think about growing up and moving onto a new class.
History	**Earlham** The children will learn about how Earlham has changed over time and the ways in which life was similar and different.	**The Great Fire of London** The children will be able to look at the Great Fire of London and think about why it is significant, forming their own opinions on the events of 1666 and sharing these with one another.	**The UK and Capital Cities** The children will learn about key landmarks of each of the capital cities and when they were built.	**Norwich** The children will be able to share why Norwich is known and give examples of people from Norwich. They will identify key places and events which took place through a selected period of time.	**Great Yarmouth** Children will be able to describe the history of Great Yarmouth and explain how it developed into a popular tourist destination.	**Hot & Cold Explorers** The children will be able to share facts about people who have explored the Equator and North and South Pole.
Geography	**Earlham** The children will be able to explore the school grounds and the surrounding area, hunting and exploring for key human and physical geographical features, creating keys, and putting these into their own maps of the area explored.	**The Great Fire of London** The children will learn about London and the human and physical properties.	**The UK and Capital Cities** The children will be able to look at a map of the UK, identify which four countries make up the United Kingdom, look at their capitals and name the seas that surround them, as well as discuss key characteristics of each country, city and sea.	**Norwich** Children will be able to identify the human and physical features of Norwich and how these relate to significant individuals.	**Great Yarmouth** Children will be able to identify key human landmarks and attractions that visitors might see and explore the physical geography of the area, including its coastline, beaches, and pier.	**Hot & Cold Explorers** The children will be able to locate the Equator and the Poles, identifying key features of each place.

Religious Education	**What do my senses tell me about the world of religion and belief?** (Philosophy- Hinduism)	**How does a celebration bring a community together?** (Social Human Science - Christianity & Judaism) Christmas (25/12)	**Active RE sessions- The stories of the Old Testament** (Theology- Christianity)	**What do Jewish people remember on Shabbat?** (Theology- Judaism) Shabbat- all year	**How did the universe come to be?** (Philosophy- Christianity, Hinduism & encounter Humanism)	**What might Christians learn from the story of Abraham?** (Theology- Christianity)
PE	**Fundamentals** The children will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping	**Dance** Children will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Children will copy and repeat actions linking them together to make short dance phrases.	**Team Games (Active RE)** The children will engage in physical Active RE sessions which involve working as a team.	**Gymnastics** The children will explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases.	**Ball Skills** The children will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. children will have the opportunity to work independently, in pairs and small groups.	**Athletics** Children will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, children will engage in performing skills and measuring performance, competing to improve on their own score and against others. **Sports Day**
ICT/ Computing	**Computing Systems and Networks - Technology around us** Children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Children will also consider how to use technology responsibly.		**Programming A - Moving a Robot** Children will be introduced to early programming concepts. Children will explore using individual commands, both with other children and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. Children are also introduced to the early stages of program design through the introduction of algorithms.		**Programming B - Programming Animations** children will be introduced to on-screen programming through ScratchJr. children will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Children will also be introduced to the early stages of program design through the introduction of algorithms.	
Art & Design	**Drawing** The children will explore a range of different mark markers and experiment with lines to create controlled drawings.	**3D Art** The children will use natural materials and clay to create 3D art inspired by artists such as Andy Goldsworthy.	**Collage** The children will create pieces of art which follow the techniques and styles of famous artists who use collage.	**Paint** Children will explore the use of thick and thin paint to explore texture.	**Print** Children will explore direct printmaking with a variety of objects. Children will create a layered print image.	**Textiles** Children will investigate weaving and exploring ideas using different pieces of fabric.
Design & Technology	**Problem-Can we build West Earlham?** Children will design and make a model of a place in their local area using junk materials and/or construction materials.	**Problem-How can we stop the houses in the Great Fire of London from burning?** The children will design and create something to protect houses from fire.	**Problem- How do builders construct landmarks? Who can create the tallest landmark model?** Children will investigate famous landmarks found in these cities and use junk materials and/or	**British Science Week Problem - How can we help birds to thrive and grow healthily?** Children will plan, design and make their own bird feeder.	**Problem- What can we do to provide shade for people on the beach?** Children will think carefully about how they can protect people from the sun on a beach- children will design and then	**Problem- How can we cross the North Pole?** The children will design and create a vehicle to cross the North Pole. Once created the children will test their model to test its effectiveness.

	Cooking Dips - salsa, guacamole, cheese (chopping, blending)	**Cooking** Christmas themed fruit Kebabs - ICT Link (chopping, layering)	construction materials to design and create a model of a chosen landmark. **Cooking** Vegetable rice paper rolls (Chinese New year) Skills: chopping, peeling, scooping, mashing, dipping, rolling ICT & maths link: sequencing, patterns	**Cooking** Challah bread (Shabbat) Skills: mixing, kneading, braiding, beating, baking Maths link: times, measuring, estimating	make their idea. **Cooking** Pitta Pizza - Maths link to fractions (Knife skills, shaping, baking, presentation)	**Cooking** Potato wedges & dips Skills: chopping, seasoning Science link: using our own grown potatoes
Music	**Ourselves - exploring sounds** Children use their voices confidently to echo simple pitched patterns, create vocal and body percussion, and respond creatively to songs and stories with appropriate actions and sounds. They explore key musical concepts, including pitch, dynamics and tempo, through singing, movement and performance.	**Weather- exploring sounds** Children use their voices confidently to explore dynamics and duration, responding to music with appropriate actions and accompanying songs using body percussion and instruments. They listen to and discuss descriptive music and explore the musical concepts of dynamics, duration and timbre.	**Animals- pitch** Children will use their voices confidently to explore pitch, dynamics, rhythm and pulse, responding to music with appropriate actions. They will listen to and discuss descriptive music, using body percussion and instruments to create and perform suitable accompaniments. Children will also use British Sign Language signs to accompany a song.	**Machines- beat** Children will use their voices confidently to explore dynamics, pitch, tempo, rhythm and pulse, responding to music with actions to the beat while listening to, discussing and performing descriptive music using body percussion and percussion instruments. They will create and select instrumental sounds, build rhythmic layers and repeated patterns, and perform their musical ideas.	**Water- pitch** Children will use their voices confidently to explore dynamics, pitch, tempo and texture, responding to music through movement while listening to and discussing descriptive and impressionistic music. They will use body percussion and instruments to accompany songs, create and select sounds to build musical textures and sound pictures, and perform their musical ideas.	**Storytime- exploring sounds** Children will explore and create vocal, body percussion and instrumental sounds to represent characters, settings and events in a story, developing their understanding of timbre, dynamics and tempo. They will listen carefully, choose and combine sounds to create simple soundscapes, and perform their musical ideas with confidence and control.