

## Year 1 Curriculum Overview Summer Term 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13					
<b>MATHEMATICS</b>	<p><b>On-going application of mental, communication, problem solving and reasoning skills.</b></p> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>To count in 2s, 5s and 10s</li> <li>To recognise equal groups</li> <li>To add equal groups</li> <li>To make arrays</li> <li>To make doubles</li> <li>To make equal groups – grouping</li> <li>To make equal groups – sharing</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>To recognise a half of an object or a shape</li> <li>To find half of an object or shape</li> <li>To recognise a half of a quantity</li> <li>To find half of a quantity</li> <li>To recognise a quarter of an object or a shape</li> <li>To find quarter of an object or a shape</li> <li>To recognise a quarter of a quantity</li> <li>To find a quarter of a quantity</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>To describe position – left and right</li> <li>To describe position – forwards and backwards</li> <li>To describe position – above and below</li> </ul>						<b>HALF TERM</b>							<p><b>On-going application of mental, communication, problem solving and reasoning skills.</b></p> <p><b>Place Value (within 100)</b></p> <ul style="list-style-type: none"> <li>To recognise ordinal numbers</li> <li>To count from 50 to 100</li> <li>To recognise tens to 100</li> <li>To partition into tens and ones</li> <li>To know the number line to 100</li> <li>To know 1 more 1 less</li> <li>To compare numbers with the same number of tens</li> <li>To compare any two numbers</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>To look at units involving money</li> <li>To recognise coins and notes</li> <li>To count in coins</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>To know before and after in telling the time</li> <li>To know the days of the week and months of the year</li> <li>To know hours, minutes and seconds</li> <li>To tell the time to the hour and half hour.</li> </ul>					
														<b>ENGLISH</b>					

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							<ul style="list-style-type: none"> <li>• Comparison writing of fictional and non-fictional characters</li> <li>• Debating</li> <li>• Diary Entry.</li> </ul>
SCIENCE	<p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>• To observe changes across the four seasons</li> <li>• To observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p>Star scientist – Helen Willetts and Michael Fish.</p>						<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>• To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• To identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• To describe and compare the structure of a variety of common animals.</li> </ul> <p>Star scientist - David Attenborough</p>
HISTORY							<p>How have explorers changed the world?</p> <ul style="list-style-type: none"> <li>• Who were the Greatest Explorers?</li> <li>• To learn about what explorers did in history and do now, and explain their achievements</li> <li>• To understand Captain Cook’s achievements, and why there are differing views about him deserving the title of a great explorer</li> <li>• To know why Roald Amundsen reached the South Pole before Captain Scott</li> <li>• To know and understand Sunita Williams’ achievements as a female space explorer</li> <li>• To consider who is the greatest explorer, and be able to explain the reasons</li> </ul>
GEOGRAPHY	<p><b>What is it like to live in Shang Hai?</b></p> <ul style="list-style-type: none"> <li>• Where in the world is China?</li> <li>• What is it like in China?</li> <li>• How does China compare to the UK?</li> <li>• What is it like in Shang Hai? How does it compare to Edgware?</li> <li>• To draw simple maps</li> <li>• To recognise human and physical features of a location</li> </ul>						
ART	<p><b>Monet’s Garden:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</li> <li>• Begin to explore the use of line, shape and colour</li> <li>• Work on different scales</li> <li>• Create different textures e.g. use of sawdust, glitter, etc.</li> <li>• Talk about and show their own ideas in their artwork</li> <li>• Say what they broadly think of their artwork and the artwork of others.</li> </ul> <p><b>Artist:</b> Monet</p>						
DT							<p><b>Kites</b></p> <ul style="list-style-type: none"> <li>• Explore different types of kites and why people make them including kites made in different countries and what they are used for.</li> <li>• Use colours, shapes and patterns to decorate a kite template</li> <li>• Explore materials that could be used to make different kites</li> <li>• Carry out tests to see which materials are more suitable for kite making</li> <li>• Make observations and annotate notes about findings and kite materials e.g. ‘this is good because...’</li> <li>• Explore one of the easiest kites to make, a diamond kite and describe the colours and features they have</li> <li>• They will design their own diamond kite</li> <li>• Use a range of materials to follow their plan and make a diamond kite</li> </ul>



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	<ul style="list-style-type: none"> <li>To understand the need for rest and sleep.</li> <li>To understand the benefits of exercise and healthy eating.</li> <li>To know about the people who help them stay healthy. E.g. parent, dentist, doctor.</li> <li>To know how medicines can help people to stay healthy and some people need to take medicines every day to stay healthy.</li> <li>To know that household products, including medicines, can be harmful if not used properly.</li> <li>To know that they need to protect their skin from the sun by wearing sun lotion.</li> </ul> <p><b>Daily Issues</b></p> <ul style="list-style-type: none"> <li>To know how to ask for help when worried (worry box)</li> </ul>	
<b>MENTAL HEALTH &amp; WELLBEING</b>	<p><b>Module – Relate</b></p> <p>Children will learn –</p> <ul style="list-style-type: none"> <li>That ‘relate’ means to get along with others and to understand another person and that they can relate with family, friends, and teachers in different ways.</li> <li>How their Character Strengths help them get along with others and learn that it is okay that we are all different.</li> <li>What Active Listening is.</li> <li>What ‘Stop, Understand and Consider’ means and think about how this can help them with friendship issues.</li> <li>That Happy Breathing can help them if they have big emotions when falling out with friends.</li> </ul>	<p><b>Module Engage</b></p> <p>Children will learn –</p> <ul style="list-style-type: none"> <li>What ‘engage’ means.</li> <li>What types of things they can engage in.</li> <li>That when they engage in something and feel happy, they can do the activity better.</li> <li>That they can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby.</li> <li>How to set a class goal using the 3steps.</li> <li>That setting goals and achieving them can make Team H-A-P happy too.</li> <li>That we do not always achieve our goals, but, as long we have tried, we will learn something new.</li> <li>That just because they can't do something straight away, it doesn't mean they won't be able to in the future.</li> </ul>
<b>FRENCH</b>	<p><b>Lili et Nounours (Lili &amp; Teddy Bear)</b></p> <ul style="list-style-type: none"> <li>To recognise, recall, and remember 5 key pieces of vocabulary related to the story of Lili and Nounours in French</li> <li>To recognise, recall, and remember how to say ‘hello’, ‘I am called’ as well as ‘yes’ and ‘no’ in French</li> <li>To learn to listen attentively to a story in French and be able to correctly order the stages of the story.</li> </ul>	<p><b>Les Formes (Shapes)</b></p> <ul style="list-style-type: none"> <li>To name and recognise up to 10 shapes in French</li> <li>To attempt to spell some of these nouns</li> <li>To recognise that nouns have an article in French and in this case, the indefinite ‘un’ or ‘une’</li> <li>To have an opportunity to learn and/or revise numbers 1-5</li> </ul>
<b>JEWISH STUDIES</b>	<p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>Tazria Metsora Lashan Hara</li> <li>Acharei Mot-Kedoshim - do not do to others what you would not like.</li> <li>Emor Chagim matching to mitzvot</li> <li>Behar Bechukotai Shemita, land rests, we rest on shabbat</li> </ul> <p><b>Chagim: Yom Haatzmaut</b></p> <ul style="list-style-type: none"> <li>To Know Israel is a special place for the Jewish people</li> <li>To know what the Israeli flag consists of</li> <li>To recognise key places of Jewish interest in Israel</li> <li>To be able to identify traditional foods eaten in Israel</li> <li>To improve their singing of Hatikvah</li> </ul>	<p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>Parashat Behalotecha – the mitzvah of lighting candles</li> <li>Parashat Shelach Lecha – why trust is so important</li> <li>Parashat Korach – Hashem gives each of us a different role in life</li> <li>Parashat Chukat - Balak–Doing things, but not knowing why</li> <li>Parashat Pinchas – being a good leader</li> </ul> <p><b>Chagim: Three Weeks</b></p> <ul style="list-style-type: none"> <li>To have a basic understanding of the three weeks and the customs linked to it</li> <li>Tikun Olam – making the world a better place.</li> </ul> <p><b>Hebrew Reading:</b></p> <ul style="list-style-type: none"> <li>To review all the rules covered so far</li> </ul>

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- To know Ivrit is the spoken language in Israel.

### **Chagim: Lag B'omer**

- To understand who Rabbi Akiva was and why we think of him on lag b'omer
- To know how we celebrate lag b'omer.

### **Chagim: Shavuot**

- To understand the ten commandments at their level
- To know the main customs of Shavuot and why we do them
- To know we read megillat Rut on Shavuot be able to sequence the story simply.

### **Hebrew Reading:**

- To know Shva in the middle of a word is silent
- To know shva in beginning of word is sounded.

- To be able to split words up in havarot

### **Topic: Mitzvot**

- Mitzvah of lighting candles
- Mitzvah of taking Challah
- Hachnasat Orchim – offering hospitality
- Ahavat Yisrael
- Tzedaka – different ways to give charity
- Bikur Cholim – visiting the sick
- Hasheivat Aveida – returning lost items.
- Mezuza- Fixing to our doorpost for protection
- Tzedaka – ways of giving to those less fortunate