



Brooklands Primary School – Curriculum Information for Parents 2025-26

Year 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Educational Visits:	Manchester Airport Visit		Explorers Drama Workshop Local Walks		Visit to Chester Zoo Knights and Castle workshop	
Mathematics	Previous Reception experiences and counting with 100 This unit provides us with mathematical opportunities and experiences to build upon before starting the Year 1 content. We will also be exploring counting in different amounts to 100. Comparison of quantities and part-whole relationships During this unit, we will be exploring how items can be compared using length, height, weight/mass and volume / capacity. We will be counting sets of objectives, as well as using the equality and inequality symbols to compare both objects and expressions. We will learn what a whole is and explore how a whole can be split into parts. We will be able to identify a part of a whole group and explain/represent our understanding using part-whole models. Numbers 0 to 5 Throughout this unit, we will explore how numbers can represent how many objects there are in a set and how ordinal numbers show a position not a set of objects. We will learn to partition numbers 1 – 5 in different ways including a systematic approach. We will explore how to find a missing part when one part of the whole is unknown and identify one more and one less using different representations. Finally, we will learn how to use a bar model to represent a whole when it's partitioned into two parts. Recognise, compose, decompose and manipulate 2D and 3D shapes Throughout this unit of work, we will compose, copy, extend and develop repeating and radiating block patterns and images. We will also compose tangram images and investigate tetromino and pentomino arrangements. We will explore, discuss and compare 3D shapes and investigate ways that four cubes can be composed into different 3D models. Throughout this unit, we will explore, discuss and compare 2D shapes, as well as identify 2D shapes within 3D shapes. We will explore and identify 2D shapes (circles, triangles and rectangles, including square) from shape cut outs.		Numbers 0 – 10 During this unit, we will be able to count a set of objects and match the spoken number to the written number and number name. We will represent the numbers 6 to 10 using a part whole model and identify whole and parts of those numbers using 5 as a starting point. Using a number line, we will be able to explain where each number 'sits'. Additive structures During this unit, we will be combining two or more parts to make a whole and develop our understanding of addition; learning about the 'commutative law'. We will learn how the = sign can be used to show that the whole and the sum of the parts are equal. We will add parts to find the value of the whole, as well as identify parts in an equation. We will learn how to partition a whole into two parts and express this with subtraction equations. To support our learning, we will make addition and subtraction stories and write equations to match. We will also explore how addition and subtraction are inverse operations and use additive structures to think about addition and subtraction equations in different ways. Addition and Subtraction facts within 10 During this unit, we will revisit how addition is commutative and find pairs of numbers to 10. We will learn how to add and subtract 1 from any number and explore what the difference is between consecutive numbers. We will be exploring what happens when 2 is added to or subtracted from odd and even numbers and look at the difference between consecutive odd and even numbers. Throughout this unit, we will look at what happens when zero is added to or subtracted from a number and investigate what happens when a number is added to or subtracted from itself. We will double and halve numbers and use this knowledge to explore near doubles and to solve problems efficiently. We will explore strategies to add 5 and 3 and 6 and 3.		Number 0 – 20 Throughout this unit of work, we will explore numbers 11 – 19; identifying quantity and their position on a number line. We will use knowledge of '10 and a bit' to solve problems and explore odd and even numbers within 20. We will be investigating doubling numbers from 6 to 9 and identify what doubling and halving is. We will use our knowledge of addition and subtraction facts within 10 to add and subtract within 20. During this unit, we will revisit measurements and learn to measure objects with different non-standard measures, cm cubes and with a ruler. We will investigate how to estimate and measure lengths in cm and record these values in a table. Unitising and coin recognition During this unit will learn to count efficiently in groups of 2, 5 and 10. We will also be exploring the value of 1p, 2p, 5p and 10p coins and investigate how a single coin can be worth several pennies. We will use our knowledge of the value of coins to solve problems and calculate the total value of coins in sets of 2p, 5p and 10p. We will work out how many coins are needed to make a total of 10p and 20p and relate what we have learnt to a real-life context. Position and direction This unit provides us with the opportunity to explore position, direct and movement, including; whole, half, quarter and three-quarter turns. Time During this unit, we will be sequencing events in chronological order using language such as before/ after, first, then, next, yesterday, today, tomorrow, morning, afternoon and evening. We will be recognising and using language relating to dates including; days of the week, months and years. We will also learn to tell the time to the hour and half past the hour and will explore making times on clock faces to show these times,	

English	<u>Writing to Entertain (Narrative) – Traditional Tales</u> We will begin the year by exploring ‘Traditional Tales’ and looking at a range of the books to identify key themes and features. We will use a variety of traditional tales with a focus on ‘<i>Goldilocks and the Three Bears</i>’ story, as a basis for this unit of work. Through role-play, short writing opportunities and independent tasks we will explore story structure and character. We will develop our use of adjectives and use these to write our own short traditional tale. <u>Writing to Entertain (Poetry) – Performance Poetry</u> We will explore the format of poems by looking at different examples of Autumn themed poetry. We will identify some features of poetry (rhythm, alliteration, onomatopoeia, line breaks etc.) explore senses, and similes to create our own exciting performances. <u>Writing to Inform (Recount) – In the Role of a Character</u> Closely linked with the ‘Pirates’ topic, we will be exploring life on the five oceans. We will use ‘Winnie’s Pirate Adventure’ by Valerie Thomas and Korky Paul as well as stories from ‘The Jolly Rogers’ series by Jonny Duddle for this unit of work. We will engage in role-play and hot-seating activities to explore the feelings and actions of different characters. We will develop our knowledge of fronted adverbials of time (first, then, after that, next) to write a recount in the role of a character. We will also be using conjunctions, such as ‘and’ and ‘but’ to extend our sentences whilst inventing simple setting and characters.		<u>Writing to Entertain (Narrative) – Adventures</u> Throughout this unit of work, we will be exploring a range of short adventure stories by the author Oliver Jeffers such as ‘The Way Back Home’. We will be developing on prior narrative work and use clues from the texts to make judgements about characters; their feeling and actions to write character descriptions. We will also begin to explore different sentence structures and explore vocabulary developing our skills to make deliberate word choices for precision and description. <u>Writing to Entertain (Poetry) – Riddles</u> During this poetry unit, we will revisit features of a poem explored last term and introduce riddles. We will also then have the opportunity to write our own riddles and perform them in class. <u>Writing to Inform (Non-chronological reports) - Local Wildlife</u> We will start the unit by using a variety of non-fiction texts to investigate key features such as; headings, subheadings, diagrams, captions, contents and glossary. We will then begin our research on local wildlife and use our knowledge of non-fiction texts to write an information fact sheet.		<u>Writing to Entertain (Poetry) – Shape Poetry</u> We will start our final poetry unit revisiting features of a poem when reading ‘At the Zoo’ by William Makepeace Thackeray. We will then revisit performance poetry by performing ‘Please do not Feed the Animals’ by Robert Hall. Finally we will look at shape poems, using ‘Safari Animals’ by Paul Hess to create our own safari shape poems. <u>Writing to Entertain (Narrative) – Mama Panya’s Pancakes</u> During this short English unit we will be using the Kenyan story Mama Panya’s Pancakes to write a short narrative recounting the experiences of a character. <u>Writing to Entertain (Narrative) - The Boy who Grew Dragons</u> During our final term, we will be using the chapter book ‘The Boy who Grew Dragons’ as a focus point to our learning. We will begin by looking at the author, title, illustrator, blurb, and use this to write a prediction. As we read each chapter, we will complete various activities from writing character and setting descriptions to freeze frames and role-playing ‘What if?’ scenarios. We will be able to write simple and compound sentences to form short narratives as well as secure our understanding of basic punctuation. We will be introduced to prepositions using words like ‘above’, ‘below’ to describe what it is like to fly with a dragon. <u>Writing to Inform (Instructions) - The Boy who Grew Dragons</u> During our work based on our class novel ‘The Boy who Grew Dragons’, we will revisit writing in the style of a non-fiction text for a dragon fact file. We will also introduce how to write instructions exploring features like; how to title, introduction, bullet pointed lists, steps and diagrams. We will also learn about imperative (bossy verbs) when writing clear instructions.	
Topic (Includes History, Geography, Art and Design Technology)	<u>Planes, Trains and Automobiles</u> As part of this topic, we will be studying changes in transport through the ages, from the 19th century to the present day. We will compare past and present vehicles and create time lines. We will begin by exploring the achievements of the Wright Brothers and their first ever flight. Then move onto changes within living memory from the fastest passenger plane (the Concorde) to the	<u>Ahoy there, me hearties!</u> During this topic, we will learn the names and locations of the seven continents and 5 oceans, the poles and equator. We will use world maps, atlases and globes to identify the continents and oceans. As well as learn to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of	<u>Explorers</u> This topic takes us on a journey through the ages of exploration. We will learn about the lives of significant individuals in the past who have contributed to national and international achievements. We will be comparing the explorations of Neil Armstrong and Christopher Columbus. We will also compare and contrast how Francis Drake and Amelia Earhart navigated themselves around the globe.	<u>Our Local Area</u> During this topic, we will become explorers of our local area. This topic is all about exploring the school and the surrounding area, identifying different human and physical features, including houses, buildings, roads and vegetation. We will use simple fieldwork skills to create sketch maps of our school grounds. We will also investigate a local environmental issue, looking at the issue of litter and suggesting practical solutions.	<u>Safari so good!</u> This topic is all about studying the continent of Africa with a particular focus on Kenya, including Nairobi. We will identify where Kenya is located in Africa as well as identify and name the surrounding countries. We will learn about the geographical features of Kenya, as well as explore its vibrant culture and wildlife. We will also make comparisons of Kenya to the UK; comparing locations and	<u>Castles</u> During this topic, we will be studying a variety of castles and fortifications dating from 1066 to 1485. We will learn about the features and purpose of castles, including Motte and Bailey, Stone Keep and Concentric Castles. We will also learn about the lives and roles of people who lived and worked in a castle. We will also introduce to children significant events beyond living memory through learning about William the

	largest passenger plane (Airbus A380). We will also compare past and present cars and trains and learn about significant events beyond living memory such as George Stephenson and his 'Rocket'. During our Design and Technology lessons, we will look at the technology that goes into moving parts and vehicles. We will begin by exploring moving parts in pictures to exploring, designing and testing vehicles using STEM resources.	features and routes on a map. We will also introduce basic geography vocabulary referring to human and physical features. In Art, we will explore the work of Hokusai. We will identify primary colours and mix primary shades, tints and tones whilst exploring different painting techniques including different brush sizes and types.	As well as discuss the values explorers need such as friendship and perseverance through Robert Falcon Scott and Ernest Shackleton's Antarctic Explorations. In Art, we will explore artists and sculptures inspired by nature. We will take inspiration from our own environment and nature to create prints in clay.	We will learn to identify seasonal weather patterns in the UK and use observational skills and data gathering to identify daily/weekly weather patterns of our area. In Art, we will complete a study of Lowry. Developing our sketching skills whilst exploring different tools for sketching such as charcoal and sketching pencils. We will complete our own Lowry inspired drawings of our local area.	weather. To complete our study of Kenya, we will compare a child's life in small town in Kenya with our life Sale. During our Design and Technology lessons, we will be focusing on food. We will be preparing fresh fruit/vegetables to create our own fruit kebabs, as well as learn different cutting techniques and how to handle kitchen tools safely. In Art we will be looking at African textiles and patterns. We will then design our own African inspired patterns to print onto cloth.	Conqueror and the events of 1066. In Design and Technology, we will be exploring freestanding structures using a variety of materials. We will have the opportunity to complete a whole class project designing and building a castle structure with the purpose of defending from an invasion.
Online Safety	Children will take part in a weekly online safety lesson covering key themes to help them navigate the digital world safely and responsibly. These lessons will include topics such as Self-image and Identity, Online Relationships, Online Reputation, and Online Bullying. They will also explore how to manage online information, understand the impact of technology on health and wellbeing, keep personal information secure, and learn about copyright and ownership. These sessions will equip children with the knowledge and confidence they need to make safe, respectful, and informed choices online.					
Computing	<u>Creating Media – Digital Painting</u> We will explore the world of digital art and its exciting range of creative tools to create a self-portrait.	<u>Programming A – Moving a Robot</u> During this unit, we will be introduced to early programming concepts, exploring instructions and directions, during our work with Beebots.	<u>Data and information – Grouping Data</u> This unit introduces us to data and information. We will begin by using labels to put objects into groups and label these groups. We will also learn to count and group objects.	<u>Programming B – Animations</u> This unit introduces us to on-screen programming through Scratch Jr. We will explore the way a project looks by investigating sprites and backgrounds.	<u>Computing systems and networks – Technology around us</u> Through this unit, we will develop our understanding of technology and how it can help us in life. We will become more familiar with the different components of a computer.	<u>Creating Media – Digital Writing</u> This unit promotes our understanding of the various aspects of using a computer to create and change text. We will begin to familiarise ourselves with typing on a keyboard and begin to use tools to change and edit writing.
Science	<u>Materials</u> We will begin the year exploring a wide variety of materials. We will learn to distinguish between an object and the material from which it is made from. We will begin to talk about the uses of different materials and identify a variety of everyday materials including; wood, plastic, glass, metal, water and rock. In addition to this, we will describe the simple physical properties of a variety of everyday materials, using vocabulary such as 'smooth', 'rough' and 'transparent'. We will undertake investigations to compare and group		<u>Plants</u> In this unit, we will identify and describe the basic structure of a variety of common flowering plants and trees. We will create diagrams and label the parts of a tree as well as take part in observational walks around the school grounds to identify types of trees including 'deciduous' and 'evergreen'. Whilst learning about plants, we will be able to locate and identify parts of a plant and take part in an investigation exploring the germination process. We will also learn to identify common garden and wild flowering plants.		<u>Animals (including humans):</u> We will identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals including those we keep as pets. We will then learn to sort animals into these groups and begin to identify some of the features of these animals. In addition to this, we will look at what animals eat and identify carnivores, herbivores and omnivores. We will also look at humans and identify the parts of the body that are associated with different senses.	

	together a variety of everyday materials based on their simple physical properties. <u>Seasonal changes</u> Throughout the year, we will be observing the changes that occur in each season. This term, we will describe weather associated with the Autumn and Winter season, measuring the change in temperature and observing the reduction of day light hours and weather patterns.		<u>Seasonal changes</u> We will continue learning about seasonal changes through observing the changes from Winter to Spring; we will make observations on the change of weather, temperature and the increase in daylight hours.		<u>Seasonal changes</u> We will finalise our learning of seasonal changes through our observations of the changes we experience as we transition from Spring to Summer.	
R.E.	<u>What makes some places sacred?</u> We will be identifying special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. We will talk about ways in which stories, objects, symbols and actions used in churches, mosques and synagogues show what people believe. As well as describe some of the ways in which people use music in worship and discuss how different kinds of music makes us feel.	<u>Who is a Christian and what do they believe?</u> We will be exploring some simple ideas about Christians' beliefs in God and Jesus and learn to recognise some Christian symbols and images used to express ideas about God <u>Story of Christmas</u> We will be learning about the nativity story; exploring songs, images and traditions Christians associate with this time.	<u>How and why do we celebrate special and sacred times?</u> We will be identifying some ways in which Christians celebrate key events (Christmas, Easter, Harvest and Pentecost) and some ways a festival is celebrated in another religion. We will learn about different stories that are told during religious festivals and understand why these are important to believers. We will look at a variety of examples of what people do, give, sing, remember or think about at religious celebrations. <u>Story of Easter</u> We will be learning about the Easter story; exploring songs, images and traditions, Christians associate with this time.		<u>What does it mean to belong to a faith community?</u> We will be recognising and naming some symbols of belonging from our own experiences as well as those from Christians and other religions, sharing what these symbols mean and why they matter. We will learn what happens at a traditional Christian infant baptism and learn what the actions and symbols mean during this event. We will look at examples of the ways in which believers express their identity and belonging within faith communities, responding sensitively and respectfully to differences.	
P.E.	<u>Outdoor</u> Basketball <u>Indoor</u> Gymnastics 1	<u>Outdoor</u> Golf <u>Indoor</u> Health Related Fitness	<u>Outdoor</u> Tag Rugby <u>Indoor</u> Gymnastics 2	<u>Outdoor</u> Handball <u>Indoor</u> Hockey	<u>Outdoor</u> Athletics <u>Indoor</u> Dance	<u>Outdoor</u> Cricket <u>Indoor</u> Dodgeball
PSHE	Rules, Rights and Responsibilities: We will begin the academic year exploring school rules and explore how we take turns, share and returning things that have been borrowed. Mental Wellbeing: We will begin to explore good and not so good feelings and develop our vocabulary to describe our feelings to others. We will also start to explore strategies to manage our feelings. Respectful Relationships: We will develop our understanding of the importance of respecting others and demonstrating good manners. We will begin to recognise the different between kind and unkind,		Me and my Community: During our topic on our local area, we will explore our place within our school community and how we can make a positive contribution to our class. Being Safe (including online safety): We will explore how to keep safe in our local area through learning about road safety, cycle safety and safety in the environment. We will also learn to recognise people in our community and significant people in our family networks who are there to help us. We will also learn about making choices and explore good and not so good consequences. To link with our computing learning, we will also begin to look at online safety. Healthy life style:		Money: Linking our learning to Maths, we will explore where money comes from and explore concepts such as spending and saving. Families and people who care for me: During our work on families, we will identify the special people in our lives and share what makes them special to us. We will also explore the similarities and differences between people and understand that families can be different but still share the same values of love and care. Caring friendships: During our work on friendships, we will explore how important friendships are in making us feel happy and secure. We will understand that people's bodies and feelings can be hurt	

	fair and unfair, right and wrong behaviour and learn how to respond and seek support from a trusted adult.	Linking with our learning in PE, we will continue to explore what constitutes a healthy lifestyle and the benefits of exercise. We will also learn the importance of maintaining good personal hygiene.	and learn about simple strategies to help resolve disagreements.
Online Safety	Copyright and Ownership: This strand explores the concept of ownership of online content. We will explain how the work that we create using technology belongs to those that create it and learn how to save our online work onto our own seesaw accounts so that others know who it belongs to. Online Reputation The strand explores the concept of reputation and how people may use online information to make judgments. It offers opportunities to develop strategies to manage personal digital content and to create effective positive profiles. We will learn how information can stay online and could be copied and describe what information we do not share online. Self-image and Identity This strand explores the differences between online and offline identity beginning with self-awareness. We will be learning how if something makes us feel sad or worried how to speak to a trusted and get help.	Health, Wellbeing and lifestyle This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, health and relationships. We will explain rules that keep us safe when using technology both in and beyond the home. Privacy and Security This strand explores how personal information can be used, stored, processed and shared. We will explain how passwords are used to protect information, accounts and devices. As well as recognise more detailed examples of personal information and explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	Online Relationships This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. We will be learning about how we use video calls or apps to communicate with people we know (e.g. family members) and explain why it is important to be considerate and kind to people online. Online Bullying This strand explores bullying online and offers strategies for effective reporting and intervention. We learn to recognise the ways people can be unkind online and learn how to behave online in ways that will not upset others. Managing Online Information This strand explores how online information is found, viewed and interpreted. We will learn about how we use digital technologies to find information and understand that we may encounter a range of things online that we like/don't like as well as real or make believe. We will learn how to get help from a trusted adult if we see content that makes us feel sad, worried or frightened.
MFL (Spanish)	Greetings Classroom Instructions Expressing Feelings	Days of the Week Months of the Year Colours and Numbers	Family Members Animals including pets What I like/ dislike - Foods
MUSIC	Move to the Beat – Exploring Pulse and Rhythm Children will be learning to understand pulse and feel it when singing songs. We will learn to recognise pulse and matching movements to music. They will explore percussion instruments and perform simple instrumental accompaniments to familiar songs. Children will progress to copying and creating simple rhythm patterns, eventually using simple graphic notations to represent these sounds.	Exploring Sounds This term, the children will be exploring how sounds can be produced in different ways using voices and instruments. They will listen to a variety of music and will begin to recognise how composers use dynamics, tempo and timbre to bring a character or theme to life. They will learn to sing simple songs as a class, adding facial expressions and actions to enhance a performance. They will explore song lyrics and use these as a basis for their own compositions.	High and Low – Exploring Pitch The children will be identifying and describing pitch. They will explore the sounds created by a variety of different instruments and voices, describing their pitch and timbre. They will play simple listening games and identify simple pitch patterns in a range of songs and music, recognising when the pitch gets higher or lower. They will also play a variety of tuned and untuned percussion instruments and compose simple sound effects to accompany parts of a story