Cubitt Town Primary School

Curriculum Intent and Overview

Year 1

Updated 2026

The Cubitt Town Primary School Curriculum:

- Places value in every core and foundation subject
- Is engaging and broad
- Reflects the diverse lived experience of our community
- Is progressive - each year group builds on learning from those preceding it

Our Curriculum directly addresses the needs of our children:

- Reading is prioritised at every opportunity
- Oracy is the golden thread that weaves through our subjects because we recognise the importance of spoken communication skills
- Core British values of Democracy, The Rule of Law, Individual Liberty and Mutual Respect are present across our curriculum content
- Linking key knowledge with disciplinary skills
- Encouraging wide-ranging and subject specific vocabulary
- Being reflecting of our communities diverse make-up and the experiences of our different families

Key:


Content related to families


Content related to war/conflict


Content related to Migration


Content related to discrimination

Reading	Children work systematically through the Read Write Inc Phonic Programme alongside a range of Reading comprehension skills in small groups using Big Cat reading books, as outlined in our school's Progression in Reading Skills document. **Reading for Pleasure:** Teachers also read to the class daily from, among other texts, the following suggested class reads: On the Ning Nang Nong (poetry), Mr Gumpy's Outing, Funnybones, A RiverA House on Every Street, A House that Once Was, Rama and Sita, Nativity Story, Rain, Meerkat Mail, Meerkats, Look Up, The Way Back Home, Roaring Rockets, Maya and Kamala's Big Idea, Greta and the Giants, Somebody Swallowed Stanley, The Night Pirates, Meet the Oceans					
Writing	**Core text:** Little Red Riding Hood **Writing outcome:** Narrative retell **Core text:** In Every House on Every Street (Jess Hitchman) **Writing outcome:** Non-chronological Report	**Core text:** Mr Grumpy's Outing (John Burningham) **Writing outcome:** Narrative retell **Core text:** We're Going to Find the Monster (Malorie Blackman) **Writing outcome:** Narrative retell	**Core text:** Meerkat Mail (Emily Gravett) **Writing outcome:** Letter	**Core text:** Beegu (Alexis Deacon) **Writing outcome:** Character description **Core text:** Tiger Walk (Diane Hofmeyr) **Writing outcome:** Narrative retell	**Core text:** Somebody Swallowed Stanley (Sarah Roberts) **Writing outcome:** Narrative retell **Core text:** Wild (Emily Hughes) **Writing outcome:** Setting description	**Core text:** A River (Mark Martin) **Writing outcome:** Setting description **Core text:** Be Cool Mankind (Benjamin Zephania) **Writing outcome:** Diary
Maths	Maths is taught in a cyclical fashion, with topics revisited through the year in different contexts. The following core areas of maths are introduced as follows:					
	Autumn 1 Reception revision and counting within 100	**Autumn 2** Part-whole relationships	**Spring 1** Numbers 0-10 Additive structures	**Spring 2** Additive structures (cont.)	**Summer 1** Numbers 0-20 Unitising and coin	**Summer 2** Position and direction Time

	Comparison of quantities	Numbers 0-5 2D and 3D shapes		Addition and subtraction facts within 10	recognition	Consolidation
Science	**In Autumn Term 1, Y1 will study the topic:** Our bodies This will include: name the parts of the human body they can see draw and label basic parts of the human body identify the main parts of the human body and link them to their senses name some parts of the human body that cannot be seen say why certain animals have certain characteristics	**In Autumn Term 2, Y1 will study the topic:** Types of animals This will include: name the parts of an animal's body name a range of domestic animals identify and name a variety of common animals compare the bodies of different animals and name different body parts	**In Spring Term 1, Y1 will study the topic:** Animal classifications This will include: sort living things and non-living things (photos & objects) classifying animals by what they eat describe how an animal is suited to its environment identify and name a variety of common animals that are carnivores, herbivores and omnivores begin to classify animals according to a number of given criteria point out differences between living and non-living things	**In Spring Term 2, Y1 will study the topic**: Seasonal Change This will include: observe across the 4 seasons name the four seasons in order observe and describe the weather associated with the seasons observe and describe how the day length varies observe features in the environment and explain that these are related to a specific season talk about weather variations in different parts of the world	**In Summer Term 1, Y1 will study the topic:** Plants This will include: name the petals, stem, leaf, bulb, flower, seed, stem, and root of a plant identify and name a range of common plants and trees recognise deciduous and evergreen trees name the trunk, branches and root of a tree describe the parts of a plant (roots, stem, leaves, flowers) name the main parts of a flowering plant	**In Summer Term 2, Y1 will study the topic:** Everyday materials This will include: distinguish between an object and the material from which it is made describe materials using their senses? describe materials using their senses, using specific scientific vocabulary explain what materials are made from explain why materials might be used for a specific job name some different everyday materials sort materials into groups by a given criteria explain how solid shapes can be changed by squashing, bending, twisting and stretching
	Thinking Scientifically **In Year 1, children will be encouraged to think like scientists in a number of ways including:**					

	• identify and classify things they observe • think of questions to ask • answer some scientific questions • give a simple reason for their answer • explain what they have found out • show their work using pictures, labels and captions? • record their findings using standard units? • put some information in a chart • use ICT to show their working out • Measure accurately		
History **History Progression in Skills**	**In Autumn Term, Y1 will study:** Cubitt Town: Then and Now **Key enquiry question:** How has our local area changed over time?  **This area of study will revolve around the following concepts:** • Societal change • Cause and Consequence	**In Spring Term, Y1 will study:** Royal Family Trees **Key enquiry question:** What does the life of Queen Elizabeth tell us about the Royal family tree?  **This area of study will revolve around the following concepts:** • Societal change	**In Spring Term 1, Y1 will study:** Famous Rulers **Key enquiry question:** How did different rulers lead in different parts of the world?  **This area of study will revolve around the following concepts:** • Government and democracy • Power and Empire
Geography **Geography progression in Skills**	**In Autumn Term, Y1 will study:** My Local Area **Key enquiry question:** What is it like where I live? **This area of study will revolve around the following concepts:** • Geographical location • Human processes	**In Spring Term, Y1 will study:** Weather and Continents **Key enquiry question:** What is the weather like around the world? **This area of study will revolve around the following concepts:** • Earth systems • Environment and sustainability	**In Summer Term, Y1 will study:** The Seaside **Key enquiry question:** How do people use the seaside? **This area of study will revolve around the following concepts:** • Earth Systems • Environment and sustainability

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<tr><td>Music</td><td colspan="4">Throughout Year 1, children will have singing lessons with a professional singing teacher including performing in live concerts.

Within these sessions or in additional music lessons, children will learn the following:</td></tr>
<tr><td></td><td>Singing and listening:
Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.
Begin with simple songs with a very small range, mi-so and then slightly wider.
Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.</td><td>Listening:
Understand that music can affect your feelings and be able to talk about which feeling the music is portraying. Understand how songs can tell a story or describe an idea. Understand that music comes in different forms (from different cultures) and has changed over time.</td><td>Composing:
Improvise simple vocal chants, using question and answer phrases.
Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers.
Understand the difference between creating a rhythm pattern and a pitch pattern.
Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
Use music technology, if available, to capture, change and combine sounds.
Recognise how graphic notation can represent created sounds. Explore and invent their own symbols.</td><td>Musicianship:
Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.
Respond to the pulse in recorded/live music through movement and dance.
Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.
Perform word-pattern chants; create, retain and perform their own rhythm patterns.
Listen to sounds in the local school environment, comparing high and low sounds.
Sing familiar songs in both low and high voices and talk about the difference in sound.
Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing.</td></tr>
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<tr><td>DT</td><td>In Autumn Term, Y1 will study:
Mechanical construction

Year 1 will make a life size human 3D model using anatomy learned in science. They will:

• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-u
• build structures, exploring how they can be made stronger, stiffer and more stable
• evaluate their ideas and products against design criteria</td><td>In Spring Term, Y1 will study:
Cooking and nutrition

Year 1 will develop and cook their own ‘space meal’ recipe. They will:

• explain hygiene and keep a hygienic kitchen
• describe properties of ingredients and
importance of varied diet
• say where food comes from (animal, underground etc.)
• describe how food is farmed, home-grown, caught
• draw eat well plate; explain there are groups of food
• describe “five a day”
• cut, peel and grate with increasing confidence</td><td>In Summer Term, Y1 will study:
Cutting and Joining

Year 1 will create a raft using recycled materials. They will:

• design purposeful, functional, appealing products for themselves and other user based on design criteria
• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
• evaluate their ideas and products against design criteria</td></tr>
<tr><td rowspan="2">Art</td><td colspan="3">Across our school we utilise the Access Art scheme, and children will complete three distinct projects each year:
Art Overview 23-24 KEY STAGE 1 & 2</td></tr>
<tr><td>In Autumn Term, Y1 will study:
Drawing and Spirals

• Can hold and use drawing tools such as pencils and crayons with some dexterity and control.
• To experience making marks and building knowledge of different tools exploring variety and scale.
• Develop confidence in selecting tools to match a specific task.
• Combine drawing media to achieve different effects.</td><td>In Spring Term, Y1 will study:
Watercolour painting

• Can select and use different brushes to explore and make marks of different thickness using wet and dry techniques.
• Explore the density of paint adding more or less water to achieve different effects.
• To be able to mix secondary colours from 3 primary colours.
• Can spread and apply paint to make a background using wide brushes</td><td>In Summer Term, Y1 will study:
Sculpture

• Explore methods of altering the shape of different materials
• Become aware of changes that take place in different materials
• Look at sculptures from different times and cultures and say what they think and feel about them, developing appropriate vocabulary.

Artist Focus: Erst Haekel; Hoang Tien Quyet; Pejac</td></tr>
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	• To draw for different purposes: recording, analysing, sketching, planning from observation, memory and imagination. • Talk about drawing using art vocabulary. Artis Focus: Molly Haslund	and other tools to express backgrounds. • Investigate mark making using different tools and surfaces. Artist Focus: Paul Klee; Emma Burleigh	
RE	**Over the course of Year 1, children will study Christianity, Hinduism Islam, Judaism and Humanism. In weekly lessons, their learning will follow the Tower Hamlets Agreed Syllabus, and address the following enquiry questions:** Who is Christian and what do Christians believe? What makes some places sacred? How and why do we have special and sacred times? **TH Agreed syllabus: https://www.the-partnership.org.uk/religion-resources#2342**		
PE	**In Autumn Term, Y1 will study:** Gymnastics – Wide, Narrow, Curled ● What parts of their bodies can pupils move and make shapes on? ● Do pupils understand the difference between wide, narrow and curled movements and shapes? ● Are pupils safe and creative on the apparatus moving over, under, through, along, across etc? ● Can pupils add movements together and transition between the 3 theme words? Dance – The Zoo ● Do pupils have appropriate ideas for moving as a big and small animal? ● Do pupils show expression when moving as a big and small animal? Dance – Growing ● Can pupils move with expression and make big, clear actions? ● Do pupils understand what the	**In Spring Term, Y1 will study:** Locomotion - Jumping ● Can pupils jump, hop or leap using their arms and bending their knees? ● Do pupils keep their head up when they jump, hop or leap? ● Can pupils skip with a step-hop action, smoothly? ● Do pupils understand why we may need to jump quickly in a game? ● Can pupils explain why we need a healthy heart Ball Skills – Feet ● Can pupils adjust their speed and change direction to avoid other pupils? ● Can pupils explore kicking the ball in dierent ways? ● Can pupils move the ball using the insides and outsides of their feet? ● Can pupils stop the ball using their feet? ● Can pupils use their non-kicking foot to aim? Place our non-kicking foot	**In Summer Term, Y1 will study:** Attack v Defence - Games for Understanding ● Can pupils adjust their speed and change direction to attack and defend against chasers/taggers? ● Do pupils understand the consequence of breaking the rules of a game? ● Can pupils apply simple attacking and defending strategies? ● Are pupils able to apply a change direction (dodge) and catch/evade another pupil? Health and Wellbeing ● Do pupils understand what agility means and explore ways of being more 'agile' when moving? ● Do pupils understand why we need to be agile when playing sport? ● Do pupils understand what hand eye coordination means and are they starting to develop their throwing, bouncing and rolling skills to refining their hand eye coordination skills? ● Can pupils stay balanced (both moving and still) using a variety of body parts? Team Building ● Do pupils understand why it is important to include everyone when working as a team and how it feels to be left

	movement sequence is about? ● Pupils listen to the rhythm of the drum? ● Have pupils got appropriate ideas for the movement and balance sequence? Gymnastics – Body Parts ● Are pupils able to combine two themes together to create a movement and a balanced shape? ● Can pupils add together two ways of moving? ● Can pupils add a balance to the end of their mini sequence? ● Are pupils able to apply the concept of flow?		beside the ball, pointing our foot in the direction we are kicking. Locomotion - Running ● Can pupils run pumping their arms and run on the balls of their feet? ● Do pupils understand why we keep our head up, pump our arms and use the balls of our feet? ● Can pupils pass the baton without dropping it? ● Can pupils play fairly in their teams? Ball Skills – Hands ● Can pupils pass the ball with control towards a target using their hands? ● Can pupils use their bodies to aim (fingers, arms, feet etc)? ● Do pupils understand when they need to roll the ball fast and when they need to roll the ball slow? ● Are pupils ready to receive the ball and on their toes?		out? ● Are the pupils starting to develop their communication skills, enabling them to create simple strategies to complete? ● Working within a team, can pupils complete all of the challenges? Rackets skills - Bats and Balls ● Can pupils push their ball around the space using a variety of rackets and ball? ● Can pupils use their rackets safely? ● Can pupils push the ball in dierent directions and remain within their space? ● Can pupils push (hit) the ball with varying power based on the distance of the target? ● Can pupils push a ball towards a target with their dominant hand using their racket?	
PHSE	**In Autumn Term 1, Y1 will study the topic:** Being Me **This will include:** ● Class charters ● Feelings ● Feeling safe and special	**In Autumn Term 2, Y1 will study the topic:** Healthy Me **This will include:** ● Healthy choices ● Keeping clean ● Medicine & Road Safety ● Kind words ● Staying	**In Spring Term 1 Y1 will study the topic:** Celebrating Difference **This will include:** ● Our families and love ● Celebrating similarities & difference 	**In Spring Term 2 Y1 will study the topic:** Dreams and Goals **This will include:** ● Setting goals ● Identifying problems ● Overcoming obstacles	**In Summer Term 1 Y1 will study the topic:** Relationships **This will include:** ● People who help us ● Being friends to ourselves ● Greetings ● Friends and Family 	**In Summer Term 2 Y1 will study the topic:** Changing Me **This will include:** ● My changing body ● changes since being a baby ● NSPCC ● body safety

		• safe online charter • Online health				
Oracy	In oracy, children will develop their spoken communication skills in fortnightly assemblies and across the curriculum, around the four strands of oracy as identified by Oracy Cambridge in their **Oracy Framework** **Physical skills:** what we show through our body language and facial expressions. **Linguistic skills:** what we express through the use of words and language. **Cognitive skills:** applying discussion and learning to develop our thinking further. **Social and emotional skills:** how we work together by considering and respecting our feelings and those of others.					