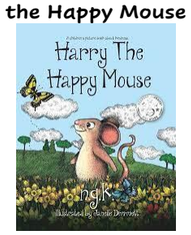
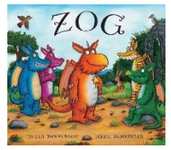
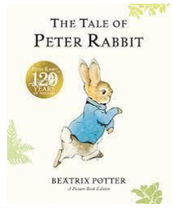
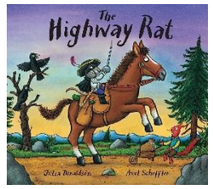
Lea Community Primary School Curriculum Overview 2025-2026

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Why are we proud Prestonians?	How can I make history?	What is living in your garden?		How have explorers changed the world?	Where would your train take you?
Enrichment			Make our own smoothie!			
Core Texts	**Bridging unit- Harry the Happy Mouse**  Harry the Happy Mouse by N.G.K and Janelle Dimmett Animal facts – Mouse (Youtube)	**Supertato**  Supertato by Sue Hendra Instructions (BBC)	**Lancashire unit- Fire! Fire!**  Zog by Julia Donaldson	**Peter Rabbit**  The Tale of Peter Rabbit by Beatrix Potter. The Radish Robber: BBC Iplayer.	**Lancashire unit- Highway Rat**  The Highway Rat by Julia Donaldson The Highway Rat: BBC IPlayer Kiddle: Rat facts for kids	**How to Train a Train**  How to Train a Train by Jason Carter. Thomas the Tank Engine: BBC Iplayer
Hinterland knowledge	**Fiction:** Harry's Lovely Spring Day by N.G.K and Janelle Dimmett Harry's Spooky Surprise by N.G.K and Janelle Dimmett Harry the Christmas Mouse by N.G.K and Janelle Dimmett Little Mouse's Book of Big Fears by Emily Gravett Hermelin the Detective Mouse by Mini Grey Mouse House by John Burningham **Non-fiction:** Cool and Fun Facts About Mouse (youtube) The Wood Mouse	**Fiction:** -Supertato: Veggies Assemble. By Sue Hendra. -Supertato: Night of the Living Veg. -Supertato: Evil Pea Rules! **Non-Fiction:** Gruffalo Crumble and other recipes. BBC Good Food Kids recipes.	**Fiction:** The Princess and the Dragon by Audrey Wood George and the Dragon by Christopher Wormell Small Knight and George by Ronda Armitage **Poetry:** The Great Fire of London – A poem for kids by Paul Perro Ladybird, Ladybird fly away home	**Fiction:** -The Tale of the Raddish Robber- BBC iplayer. -Beatrix Potter stories. Debi Gliori stories: -The Tobermory Cat -No Matter What. -Bookworm. -What's the Time Mister Wolf?	**Fiction:** Catch That Rat by Caryl Hart The Rat (Disgusting Critters) by Elise Gravel The Ugly Five by Julia Donaldson That Pesky Rat by Lauren Child **Non-fiction:** Rats For Kids by Rachel Smith and John Davidson Squeak!: 100 Fun Facts About Hamsters, Mice, Guinea Pigs, and More (National Geographic Readers) Misunderstood: Why the Humble Rat May Be	**Fiction:** Thomas the Tank Engine annuals. Thomas the Tank Engine and Friends. **Non-fiction:** Steam Trains for Children- Gecko's Real Vehicles (Youtube) Trains for Children with Blippi- Steam Train Tour (Youtube) National Geographic Kids Readers: Trains - National Geographic Kids Readers: Level 1. See Inside Trains by Emily Bone and Colin King

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	(youtube)		**Non-Fiction:** Beginning History: The Great Fire of London by Liz Gogerly		Your Best Pet Ever by Rachel Toor	
English	Bridging Unit- Harry the Happy Mouse Narrative Information text	Talk Unit- Supertato Narrative Instructions Poem	Lancashire Unit- Traditional Tales Traditional Tales Recount	Talk Unit- Peter Rabbit Classic Narrative Information text	Lancashire Unit- Highway Rat Narrative Information text?	Talk Unit- How to train a train Narrative Instructions
Maths	Counting within 100 *Consolidate EYFS shape.* Comparison Part whole relationship Introducing whole and parts *Recognise, decompose and manipulate 2D and 3D shapes*	Composition of number 0-5 *Recognise, decompose and manipulate 2D and 3D shapes* Composition of number 6-10 *Recognise, decompose and manipulate 2D and 3D shapes*	Additive structures- introduction to aggregation and partitioning Additive structures- augmentation and reduction *Recognise, decompose and manipulate 2D and 3D shapes* Addition and subtraction facts within 10 *Recognise, decompose and manipulate 2D and 3D shapes*	Composition of numbers- 10 to 100 *Recognise, 2Dand 3D shapes* Composition of numbers 20-100 *Recognise, decompose and manipulate 2Dand 3D shapes* Composition of numbers 11-19 *Recognise, decompose and manipulate 2D and 3D shapes*	Unitising and coin recognition *Position and direction*	Fractions Practically find halves and quarters of shapes. *Measures- comparing length and height* Time *Measures- comparing weight and mass* Multiplication
Science	Seasonal Changes National Curriculum Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.	Materials: Everyday materials National Curriculum Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.	Animals: Sensitive bodies National Curriculum Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Animals: Comparing animals National Curriculum Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).	Plants: Introduction to plants National Curriculum Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.	Making Connections National Curriculum identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. identify and describe the basic structure of a variety of common flowering plants, including trees. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
Working Scientifically	National Curriculum Observing closely, using simple equipment. Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions.	National Curriculum Asking simple questions and recognising that they can be answered in different ways Performing simple tests. Gathering and recording data to help in answering questions. Identifying and classifying.	National Curriculum Gathering and recording data to help in answering questions. Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions.	National Curriculum Identifying and classifying. Gathering and recording data to help in answering questions.	National Curriculum Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions.	National Curriculum asking simple questions and recognising that they can be answered in different ways. observing closely, using simple equipment.

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		Observing closely, using simple equipment. Using their observations and ideas to suggest answers to questions.	Performing simple tests Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions.		Asking simple questions and recognising that they can be answered in different ways Performing simple tests. Gathering and recording data to help in answering questions.	performing simple tests. identifying and classifying. using their observations and ideas to suggest answers to questions.
Computing	**<u>Online Safety</u>** **3D Printing - Computer Systems and Networks – Technology Around Us** <u>National Curriculum</u> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**<u>Online Safety</u>** **Creating Media – Digital Painting** <u>National Curriculum</u> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.	**<u>Online Safety</u>** **Programming – Moving a Robot** <u>National Curriculum</u> Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school.	**<u>Online Safety</u>** **Data and Information – Grouping Data** <u>National Curriculum</u> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**<u>Online Safety</u>** **Creating Media – Digital Writing** <u>National Curriculum</u> Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	**<u>Online Safety</u>** **Programming – Programming Animations** <u>National Curriculum</u> Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.
PSHE	**Relationships** Transition Baseline to be completed for each area. Relationships- Friendships Feelings and emotions - Jealousy *Online Safety - Online bullying*		**Living in the Wider World** Baseline to be completed for each area. Our world- Growing in our world Being responsible- water spillage Keeping and Staying Safe- Road Safety *Online Safety*		**Health and Wellbeing** Baseline to be completed for each area. Keeping safe and healthy- washing hands Fire safety- hoax calling RSE- hygiene, managing difficult situations, managing difficult feelings, sun safety. Consent, Pantasaurus *Online Safety*	
RE	**Christianity (God)** Why do Christians say that God is a 'Father'?	**Christianity (Jesus)** Why is Jesus special to Christians?	**Islam** How might beliefs about creation affect the way people treat the world?	**Judaism** Why might some people put their trust in God?	**Hindu Dharma** What do Hindus believe about God?	**Christianity (Church)** How might some people show that they 'belong' to God?
Geography	**What is it like here?** Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and		**What is the weather like in the UK?** Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's			**How is life different in China?** Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Beijing using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Beijing to features in the local area and make a simple map using data collected through fieldwork.

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	carry out an enquiry about how to improve their playground. National Curriculum Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to:key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		hot and cold places using weather maps with a simple key. National Curriculum Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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. Ambitions: meteorologist			National Curriculum Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
History		**How am I making History?** NC links: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality		**How have toys changed?** NC links: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	**How have explorers changed the world?** NC links: Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Local history: John Ainsworth Horrock	
Music	**Pulse and rhythm** National Curriculum Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music	**Superheroes** **Nativity performance** National Curriculum Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music	**Musical vocabulary (Under the Sea)** National Curriculum Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	**Classical Music, Dynamics and Tempo** National Curriculum Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	**Boomwhackers** National Curriculum Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music	**Fairy tales** **Classical music** National Curriculum Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music
Art & Design	Drawing – **Make your mark** **M**ark Making *Artists: Bridget Riley and Zaria Forman* National Curriculum	Craft and design **Woven Wonders** artist Cecilia Vicuña. National Curriculum		Painting **Colour splash** – colour mixing *Artists: Clarice Cliff and Jasper Johns* National Curriculum	Sculpture **Paper play** *Artist: Louise Bourgeois* National Curriculum	

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	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
DT	**Structures: Constructing windmills** Designing, decorating and building a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features. <u>National Curriculum</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.		**Food: Fruit and vegetables** Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for. <u>National Curriculum</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. 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.	**Textiles: Puppets** Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairytale. Children work to develop their technical skills of cutting, glueing, stapling and pinning. <u>National Curriculum</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. 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.		**Structures: Constructing windmills** Designing, decorating and building a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features. <u>National Curriculum</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

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	Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		Understand where food comes from.			
PE	Baseline Assessment – Lost and Found FMS – Rolling a Ball <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	Gymnastic Activities 1 FMS – Supertato <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns	Dance – Three Little Pigs FMS – Catching and Bouncing a Ball <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns	Dance – Toy Story FMS – Underarm Throw <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns	Gymnastic Activities 2 Athletics <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending	FMS – Overarm Throw FMS – Zog <u>National Curriculum</u> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending