

**Curriculum Overview**  
**Butterflies (Year 1) Spring Term 2026**

**Inter-Disciplinary Question: How have toys changed over time?**

Key Texts	Anticipated Writing Outcomes
Best Loved Bear, Diana Noonan The Toy Maker, Martin Waddell Toy Poems Toys in Space, Mini Grey	To write a simplified version of a known story. To write a description of a toy using adjectives. To write own toy poem. To produce a short narrative.
Science	Geography
<p><b><u>Seasonal Changes</u></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><b><u>Properties of Materials</u></b></p> <ul style="list-style-type: none"> <li>● To know the material objects are made from</li> <li>● To carry out a simple test (for example water-proof material for an explorer to the rainforest)</li> <li>● To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>● To describe the simple physical properties of a variety of everyday materials</li> <li>● To compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>● Name and locate the 4 countries of the UK and their capital cities</li> <li>● Name and locate the world's 7 continents</li> <li>● Find out about key landmarks and significant features of each continent.</li> </ul> <p style="text-align: center;"><b>History</b></p> <p><b>Toys from long ago compared to today</b></p> <ul style="list-style-type: none"> <li>● To know how toys have changed over 100 years</li> <li>● To ask questions about the past</li> <li>● To find answers to simple questions about the past from sources of information and artifacts.</li> <li>● To compare old and new toys</li> </ul>
Art and Design	Design Technology
<p><b><u>Painting and Colour Mixing</u></b></p> <ul style="list-style-type: none"> <li>● know the primary colours</li> <li>● Know how to mix primary colours to make secondary colours</li> <li>● Know how to change tone by adding different quantities of primary colours.</li> </ul>	<p><b>Textiles: Make a puppet</b></p> <ul style="list-style-type: none"> <li>● know how to use a template for a purpose</li> <li>● know how to thread a needle</li> <li>● know how to sew using a running stitch around a shape</li> </ul>

## Discrete Subjects

Maths			
<b>Block 1 – Place value</b> <ul style="list-style-type: none"> <li>● Count forwards and backwards to 20</li> <li>● Represent numbers from 11-20 as tens and ones</li> <li>● Compare groups and numbers</li> <li>● Order objects and numbers</li> <li>● Use a number line</li> </ul>	<b>Block 2 – Addition and subtraction</b> <ul style="list-style-type: none"> <li>● Fact families - addition facts</li> <li>● Number bonds to 20</li> <li>● Add and Subtract within 20</li> <li>● Related facts</li> <li>● Doubles and halves</li> <li>● Find the difference</li> </ul>	<b>Block 3 – Place value</b> <ul style="list-style-type: none"> <li>● Numbers to 50</li> <li>● Making groups of tens</li> <li>● Tens and ones</li> <li>● Using a number line</li> <li>● Partition</li> <li>● Writing the numbers</li> </ul>	<b>Block 4 and 5 – Measuring</b> <ul style="list-style-type: none"> <li>● Compare lengths and heights</li> <li>● Measure using objects</li> <li>● Measure in cm</li> <li>● Measure and compare mass</li> <li>● Measure and compare volume</li> <li>● Measure and compare capacity</li> </ul>
Religious Education			
<b>Christianity: God</b> <p><b>Who made the World?</b></p> <ul style="list-style-type: none"> <li>● Retell the story of creation from Genesis 1:1–2:3 simply.</li> <li>● Say what the story tells Christians about God, creation and the world.</li> <li>● Give examples of what Christians do to look after the world for God.</li> <li>● Think, talk and ask questions about living in an amazing world.</li> </ul>	<b>Salvation</b> <p><b>Why does Easter matter to Christians?</b></p> <ul style="list-style-type: none"> <li>● Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>● Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>● Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> <li>● Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</li> </ul>		

Music	
Mozart - Rondo alla Turca - octave work, scales, composing BBC 10 pieces. Florence Price 4th movement from Symphony 1.	Graphic scores - play. Patterns in music. TEMPO, DYNAMICS, PITCH

<p>Relationships, Sex and Health Education</p> <p><b>DREAMS AND GOALS</b>  Setting goals and steps to success  Working well with others  Have a positive attitude  Overcoming Obstacles  Feelings of Success</p> <p><b>HEALTHY ME</b>  Keeping myself healthy  Healthier lifestyle choices  Keeping clean  Medicine safety/safety with household items  Road safety  Linking health and happiness  Road Safety - crossing a road with a scooter or bike.</p>	<p><b>Computing</b></p> <p><b>Creating Media - Digital Writing</b>  Use a computer to write</p> <p>Add and remove text on a computer  Identify that the look of text can be changed on a computer  Make careful choices when changing text  Explain why I used the tools that I chose  Compare typing on a computer to writing on paper.</p> <p><b>Data and Information - Grouping Data</b>  Label objects</p> <p>Identify that objects can be counted  Describe objects in different ways  Count objects with the same properties  Compare groups of objects.</p>
<p>Physical Education</p>	
<p><b>DANCE</b></p> <p><b>Themes: Weather, Pirates, Toys, On Safari</b></p> <ul style="list-style-type: none"> <li>• To use counts of 8 to move in time to music</li> <li>• To use actions to respond to music</li> <li>• To use different levels of movement</li> <li>• To select own actions when performing</li> <li>• To change direction and speed in response to music</li> <li>• To create sequences of movements</li> </ul> <p><b>TARGET GAMES</b></p> <ul style="list-style-type: none"> <li>• To work with others</li> <li>• To improve accuracy</li> <li>• Learn how to aim by using given techniques</li> <li>• To follow given rules</li> </ul>	<p><b>TEAM-BUILDING ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• To learn how to work well with others</li> <li>• To give clear instructions</li> <li>• To listen to instructions</li> <li>• To include all members of a group</li> </ul> <p><b>INVASION GAMES</b></p> <ul style="list-style-type: none"> <li>• To dribble a ball and keep it close</li> <li>• Look for a team-mate and pass</li> <li>• Look for and use space</li> <li>• Communicate with a team</li> <li>• To play fairly</li> </ul>