

## Year 1 Curriculum Overview 2025 - 2026 for Parents

	Term 1 August – December		Term 2 January – March	Term 3 April – July
Themes	Little People, Big Dreams	Animal Kingdom	To Infinity and Beyond	The Power of Yet
<b>GFA Values / Islamic Values</b>	Children will learn about the value of <b>Respect</b> - respecting themselves, their work, each other and the world around them. They will also focus on the value of <b>Kindness</b> at school and at home. Furthermore, they will focus on the values of <b>Integrity</b> and <b>Honesty</b> as well as <b>compassion</b> and <b>resilience</b> . They will learn about doing the right thing and using their strengths to support others. They will reflect on their achievements to date and identify when they have shown <b>excellence</b> and <b>perseverance</b> and set goals for these for the remainder of the year.			
<b>Whole School Events/ Themed Days</b>	UAE Flag Day National Day		International Day World Book Day	
<b>UAE Agenda / Sustainability / SDGs</b>	<b><u>3. Good health and well-being</u></b> <b><u>15. Life on land</u></b>		<b><u>15. Life on land</u></b> <b><u>13. Climate action</u></b>	<b><u>12. Responsible consumption and production</u></b> <b><u>13. Climate action</u></b>
<b>UAE National Identify Mark</b>	Culture 1.1 Arabic Language 1.2 History 1.3 Heritage		Citizenship 3.1 Belonging 3.3. Conservation	Values 2.1 Respect 2.2 Compassion 2.3 Global Understanding
<b>English Reading / Phonics</b>	qu, ch, sh and th th, ng, ai and ee igh, oa, oo and oo intervention and recap ar, or, ur and oi ow, ear, air er and ure intervention and recap Ay, oy, ie, ea		intervention and recap week a-e , i-e , u-e (cube)/ u-e ( flute) e-e , o-e , ou ,long vowels , ir , ue/ue , ew/ew , y Intervention and recap	Aw/au , ow/oe , wh , ph c & g , ea ( bread) , ie (igh) , are ( bare) , ore ( core) ear ( pear) Intervention and recap

<b>English Writing</b>	<ul style="list-style-type: none"> <li>• Students' Induction Week</li> <li>• Aspirations <i>Whole School Writing Theme</i></li> <li>• Non-fiction – Lists, labels and captions</li> <li>• Fiction - Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Fiction – Fact file</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Lost and Found – <i>Whole School Writing Theme</i></li> <li>• Fiction – Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Fiction - Comic Strips</li> <li>• Non-Fiction – Recount</li> </ul>	<ul style="list-style-type: none"> <li>• Traction Man - <i>Whole School Writing Theme</i></li> <li>• Fiction – Character and Setting Description</li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction – Instructional Writing</li> <li>• Poetry</li> <li>• English Project</li> </ul>
<b>Mathematics</b>	Unit 1: Number - Place Value Within 10 Unit 2: Number - Addition and Subtraction within 10 Unit 3: Geometry - Shape Consolidation		Unit 4: Number - Place Value Within 20 Unit 5: Number - Addition and Subtraction Within 20 Unit 6: Number - Place Value Within 50 Unit 7: Measurement - Length and Height Unit 8: Measurement - Mass and Volume		Unit 9: Number - Multiplication and Division Unit 10: Number – Fractions Unit 11: Geometry - Position and Direction Unit 12: Number - Place Value Within 100 Unit 13: Measurement - Money Unit 14: Measurement - Time 2 Consolidation	
<b>Science</b>	<b>Animals including humans.</b> <ul style="list-style-type: none"> <li>• Explore characteristics of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <b>Everyday materials</b> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name A variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> </ul>		<b>Plants</b> <ul style="list-style-type: none"> <li>• Identify and name variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• Identify and describe the basic structure of A variety of common flowering plants, including trees.</li> </ul> <b>Working scientifically</b> <ul style="list-style-type: none"> <li>• Questions and recognising that they can be answered in different ways.</li> <li>• Observing closely, using simple equipment</li> <li>• Performing simple tests</li> <li>• Identifying and classifying</li> <li>• Using their observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions.</li> </ul>		<b>Seasonal changes</b> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <b>Working scientifically</b> <ul style="list-style-type: none"> <li>• Questions and recognising that they can be answered in different ways.</li> <li>• Observing closely, using simple equipment</li> <li>• Identifying and classifying</li> <li>• Using their observations and ideas to suggest answers to questions</li> </ul>	

	<ul style="list-style-type: none"> <li>Describe the simple physical properties of A variety of everyday materials</li> <li>Compare and group together A variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Designing questions and recognising that they can be answered in different ways.</li> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions.</li> </ul>					
<b>Sustainability</b>	<b>Caring for our classroom commons</b> (Taking responsibility for the difference we make)	<b>Exploring life in my community</b> (Living on planet Earth)	<b>Materials cycle!</b> (Making change)			
<b>Topic</b> (History, Geography, Art, Design and Technology)	<b>History - Little People, Big Dreams.</b> <b>Geography - What Can You See?</b>	<b>Animal Kingdom</b>	<b>To Infinity and Beyond</b>	<b>To Infinity and Beyond</b>	<b>The Power of Yet</b>	<b>The Power of Yet</b>
<b>Cross Curricular Learning</b>	<p><b>Geography Objectives</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Use basic geographical vocabulary to</li> </ul>	<p><b>Science link</b></p> <ul style="list-style-type: none"> <li>Explore animals and plants from different habitats (including the UAE).</li> </ul> <p><b>Geography Objectives</b></p> <ul style="list-style-type: none"> <li>Name and locate the 7 continents and 5 oceans.</li> <li>Identify seasonal weather around the world.</li> <li>Use geographical vocabulary.</li> <li>Use maps and aerial photographs.</li> </ul>	<p><b>History Objectives</b></p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - <i>(Toys past and present linking to UAE)</i></li> <li>Significant historical events, people and places</li> </ul>	<p><b>Geography Objectives</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Name and locate the world's seven continents and five oceans.</li> </ul>	<p><b>Geography Objectives</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>To understand geographical similarities and differences through studying the human and physical geography of a</li> </ul>	<p><b>Geography Objectives</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>

	<p>refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><b>History Objectives</b></p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - <i>(Toys past and present linking to UAE)</i></li> </ul> <p><b>Topic project:</b> The Dot (Story links to Dreams and Aspirations). To create an exhibition of artwork linked to</p>	<p><b>Art, Design and Technology Objectives</b></p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.</li> <li>• Generate, develop, model, and communicate ideas.</li> <li>• Select from a range of tools and equipment.</li> <li>• Evaluate their ideas.</li> </ul> <p><b>Computing link:</b> VR sets to explore habitats</p>	<p>in their own locality. <i>(Sultan Al Neyadi)</i></p> <p><b>Art, Design and Technology Objectives</b></p> <ul style="list-style-type: none"> <li>• To learn 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.</li> </ul> <p><b>Topic project:</b> To grow a garden. Text: Anywhere Farm</p> <p>Students will grow plants and vegetables. Students to make bird feeders. Make and record observations Record data Present conclusions.</p> <p>Nature art: Andy Goldsworthy</p>		<p>small area. E.g Abu Dhabi VS Dubai.</p> <p><b>Art, Design and Technology Objectives</b></p> <ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul> <p><b>Topic project:</b> Comparing the UAE and UK.</p>	<p>features and routes on a map.</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> </ul>
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the story "The Dot".

**Art, Design and Technology:**

- To develop a wide range of art and design techniques in using colour, pattern, texture, lines and shape.
- To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.
- Learn about different artists and compare – Peter Renyolds (illustrator) and Kandinsky.
- Generate, develop, model and communicate ideas through talking,

Van Gogh flowers

the story "The Dot".	<b>Art, Design and Technology:</b>	<ul style="list-style-type: none"><li>• To develop a wide range of art and design techniques in using colour, pattern, texture, lines and shape.</li><li>• To use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination.</li><li>• Learn about different artists and compare – Peter Renyolds (illustrator) and Kandinsky.</li><li>• Generate, develop, model and communicate ideas through talking,</li></ul>	Van Gogh flowers			
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	drawing and mock ups.				
<b>Computing</b>	Unit 1: What digital technology do we use? Unit 2: Using apps and software safely	Unit 3: My animation project Unit 4: Introducing Algorithms	Unit 5: Word processing Unit 6: Introducing programming		
<b>Music</b>	<ul style="list-style-type: none"> <li>• Singing</li> </ul>	<ul style="list-style-type: none"> <li>• Body percussion</li> </ul>	<ul style="list-style-type: none"> <li>• Instruments and Performance</li> </ul>		
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Ball Skills</li> <li>• Spatial awareness</li> <li>• Outdoor Adventurous Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastic (Dance Studio)</li> <li>• Hand Eye Coordination</li> <li>• Striking and Fielding</li> <li>• Team Games</li> </ul>	<ul style="list-style-type: none"> <li>• Fundamental movements</li> <li>• Athletics</li> <li>• Fitness</li> </ul>		
<b>PSHE and Well-being</b>	<p><b>Taking care of the body</b></p> <ul style="list-style-type: none"> <li>• Sleep and nutrition</li> <li>• Exercise</li> <li>• Growth mindset</li> </ul> <p><b>Taking care of the mind</b></p> <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Understanding emotions</li> <li>• Thinking optimistically</li> </ul> <p><b>Taking care of relationships</b></p> <ul style="list-style-type: none"> <li>• Positive relationships</li> <li>• Kindness and gratitude</li> <li>• Communication</li> </ul>	<p><b>Taking care of relationships</b></p> <ul style="list-style-type: none"> <li>• Positive relationships</li> <li>• Kindness and gratitude</li> <li>• Communication</li> </ul> <p><b>Taking care of the self and the world</b></p> <ul style="list-style-type: none"> <li>• Identifying strengths</li> <li>• Finding meaning</li> <li>• Appreciating nature</li> </ul>	<p><b>Taking care of the self and the world</b></p> <ul style="list-style-type: none"> <li>• Identifying strengths</li> <li>• Finding meaning</li> <li>• Appreciating nature</li> </ul>		