

	<p><b>Year One</b>  <b>SUMMER ONE 2026 Curriculum Overview</b>  <b>Topic:</b> Kenwood House  <b>Key Text:</b> ‘The Mouse Mansion’ by Karina Schaapman, ‘Who Lives Here?’ by Julia Donaldson and ‘A House that Once Was’ by Julie Fogliano  <b>Key Curriculum Drivers:</b> History: How did people live in the past?  <b>Trips:</b> Kenwood House  <b>Significant People:</b> Lord Mansfield/ Dido Belle</p>					
	<p><b>Week 1</b> 13.04.26</p> <p><u>Wednesday 15<sup>th</sup> April</u> World Art Day</p>	<p><b>Week 2</b> 20.04.26</p>	<p><b>Week 3</b> 27.04.26</p> <p><u>Wednesday 29<sup>th</sup> April</u> Kenwood House Trip</p>	<p><b>Week 4</b> 4.05.26</p> <p><u>Monday 4th May</u> Bank holiday</p>	<p><b>Week 5</b> 11.05.26</p> <p><u>Friday 15th May</u> International Food Fair</p>	<p><b>Week 6</b> 18.05.26</p> <p><u>Friday 22nd May</u> Walk to School Week</p>
<b>Trips</b>		<b>Science Week</b>	<b>Kenwood House</b>			
<b>Literacy Topics</b>	<p><b>Mouse Mansion</b>  <b>Have a birthday!</b>  (balloons, party popper, blow out a candle)</p>	<p><b>Mouse Mansion</b>  Unpack a picnic basket</p>	<p>Coast Scene of Fishermen  Hauling a Boat Ashore    By JMW. Turner</p>	<b>Kenwood House</b>	<p><b>The House that Once Was</b>    Assessment Writing</p>	<b>Who lives Here?</b>
<p><b>Literacy</b>  <b>Whole class writing</b></p> <p><u>Key Vocabulary:</u>  Adjectives  Acting  Narrative  Senses</p>	<p><b>The birthday scene</b>  I can discuss birthdays</p> <p>I can say what I want to write before I write it</p> <p>I can write more than one sentence about an idea</p>	<p><b>The picnic scene</b>  I can act out a picnic</p> <p>I can use some describing words</p>	<p>I can act out a fisherman scene</p> <p>I can use some describing words</p> <p>I can use my five senses</p>	<p>I can use my imagination</p> <p>I can write as if I were a child living in Kenwood House in the past</p>	<p>I can plan a short narrative</p> <p>I can say what I want to write before I write it</p>	<p>I can use my imagination</p> <p>I can use some describing words</p>
<b>Literacy – small group writing</b>	<p>I can write more than one sentence about an idea</p> <p>I can spell some common exception words</p>	<p>I can write more than one sentence about an idea</p> <p>I can make good attempts at spelling using my phonics</p>	<p>I can write more than one sentence about an idea</p> <p>I can use and to join words and phrases</p>	<p>I can build repetitive sentences</p> <p>I can use and to join words and phrases</p>	<p>I can use my ideas to write a short narrative</p> <p>I can read my writing back to an adult</p>	<p>I can use my ideas to write extended sentences</p> <p>I can build a sentence using colourful semantics</p>

	I can use full stops in some of my writing	knowledge		I can use full stops in some of my writing		
<b>SPaG</b> <u>Key Vocabulary:</u> Nouns Punctuation Sentences Questions Grammar	<b>Capital letters for proper nouns</b> I can use capital letters at the beginning of my sentences and after full stops in some of my writing  I can use capital letters for proper nouns	<b>Exclamation marks</b> I can use exclamation marks sometimes			<b>Question marks</b> What questions would you like to ask the artist, Turner?  I can use question marks sometimes	
<b>History</b> <u>Key Vocabulary:</u> Sources Timeline Significant Past Present	<b>What can a Historical source tell us?</b> I can look in detail and make comparisons between sources from Kenwood House.	<b>What can a timeline tell us?</b> I can construct a timeline to show when Kenwood was built, when Garden Suburbs School was built and the Brent cross regeneration area	<b>Trip to kenwood House</b> I can use field work skills to learn about the past	<b>What did children do/ play with in the past?</b> I can explore sources from the past	<b>Who was the first Lord Mansfield and why was he important?</b> I can recognise places/locations in my locality  I can recognise different types of sources (i.e. photos, dates, maps and artefacts)  I can discuss the sources	<b>Why is it important to remember facts about significant people?</b> I can discuss the importance of significant people
<b>Science</b>  <b>Scientists and Experiments</b> <u>Key Vocabulary:</u> Properties Observation Predictions Results Materials Season	<b>Tree Walk</b> I can identify and name a variety of deciduous and evergreen trees  I can observe closely, using simple equipment	<b>Science Week</b> <b>Building a Bridge -</b> (Isambard Kingdom-Brunel) I can test which materials are strong/ rigid enough to build a bridge  I can compare a variety of everyday materials on the basis of their simple properties  I can describe the properties of materials that make the bridge strong and rigid	<b>Float or sink?</b> I can predict and then test which balls sink and which float  I can make a fair test  I can observe closely  I can make statements based on my results	<b>Comfy and Cosy</b> I can perform simple tests to decide the best material for an animal's bedding  I can describe the simple properties of everyday materials	<b>Super Senses</b> I can say which part of the body is associated with each sense, by finding out about the scientist who discovered how we smell things.  I can describe what Linda Buck found out about how we smell things.  I can use their senses to identify and compare different smells, by matching	<b>Measuring the Weather</b> I can observe and describe weather associated with the seasons, by measuring rainfall with a rain gauge they have made  I can observe and describe the weather  I can make a rainbow

					smells to items.  I can identify smells	
<b>Maths</b> <u>Key Vocabulary:</u> Quantity Length Height Measure Estimate Efficient Value Pence	<b>Numbers 0 – 20</b> the numbers 11 to 19 express quantity the numbers 11 to 19 express position on a number line the quantity shown in a representation of numbers 11 to 19	<b>Numbers 0 – 20</b> use knowledge of ‘10 and a bit’ to solve problems odd and even numbers within 20 double the numbers 6 to 9 and halve the result addition facts within 20  <b>Mouse Mansion</b> Unpack a picnic basket <b>Find the maths!</b> Fractions, sharing, multiplication	<b>Numbers 0 - 20</b> Subtraction facts within 20 add and subtract within 20 measure one object with different non-standard measures and record outcomes	<b>Numbers 0 – 20/ Measure</b> measure items using individual cm cubes (Dienes) measure length from zero cm using a ruler estimate length in cm estimate length, measure length and record these values in a table	<b>Unitising &amp; Coin recognition</b> count efficiently in 2s count efficiently in 10s count efficiently in 5s count efficiently by grouping in 2s, 5s and 10s	<b>Unitising &amp; Coin recognition</b> explain the value of 1p coin in pence explain the value of 2p, 5p & 10p coins explain that a single coin can be worth several pennies
<b>Phonics</b>	Spring 1 Assessment	<b>Focus sound/s</b> se/ ce/ ey/ ou/ ui/ ay/ a-e/ ea/ <b>Tricky words</b> people your their thought through friend work eye sure pure said	<b>Focus sound/s</b> Recapping all Phase 5 sounds <b>Tricky words</b> were one says here today	<b>Focus sound/s</b> tch/ ture/ al/ a(ar - father) <b>Tricky words</b> once our laugh because eye today their people your any	<b>Focus sound/s</b> ea/ ir/ ou/ oy/ a (or – water) air/ are/ ere (all air sound) <b>Tricky words</b> any many who whole two who whole because eye people thought through	<b>Focus sound/s</b> ear (ur – earth)/ wr/ st (whistle) sc (science)/ or (actor) <b>Tricky words</b> many any friend through two your who whole
<b>PSHE</b> <u>Key Vocabulary:</u> Opinion Money Cost Savings Culture	<b>What is an opinion?</b> I know more about other people’s opinions and views	<b>Where do I belong?</b> I know about the different groups they belong to (clubs, faith, cultural heritage etc.)	<b>Money</b> I know where money comes from	<b>Money</b> I know about the cost of everyday items	<b>Money</b> I know that money can be kept in different places, and that some places are safer than others, e.g. a money box or a bank	
<b>Barnet Agreed Syllabus for RE</b> <u>Key Vocabulary:</u> Good Kind Kindness	I can learn and use new vocabulary such as good, goal and kindness  I can explore the idea of ‘good’ and kindness through religious stories. (The Story of Rebecca)	I can explore the idea of ‘good’ and kindness through religious stories (The Good Samaritan)	I can explore what Christians, Muslims and Jews say about being ‘good’ (The Golden Rule)	I can explore what Christians, Muslims and Jews say about being ‘good’ (The Golden Rule)	I can explore what Christians, Muslims and Jews say about being ‘good’ (The Golden Rule)	I can reflect on the golden rule and share my ideas of a golden rule I would like to follow

Goal Golden rule						
<b>Art and Design</b>  <u>Key Vocabulary:</u>  Contemporary Abstract Geometric Print Rotate	<b>World Art Day</b>  <b>Whole School Collaborative Art project</b>  I can explore the work of Reggie Laurent and Rachel Jones  I can explore geometric and abstract shapes, through colour, lines and pattern	I can explore textures around my class  I can make rubbings with oil pastels and wax crayons to collect textures and patterns	<b>Kenwood House</b>  I can explore some of the artwork at Kenwood House  I can make drawings in response to what I see, using shape, colour and line  I can learn about the sculptures of Henry Moore and Barbara Hepworth	I can print using found and natural objects	I can print using found and natural objects	I can make repeated/rotational patterns using printing
<b>DT</b> <b>Kapow</b>	No DT this term					
<b>Computing</b> <b>Kapow</b>  <b>Digital imagery</b>  <u>Key Vocabulary:</u>  Photographic Digital Devices Editing		<u>Digital Imagery</u> I can plan a pictorial story using photographic images in sequence		<u>Digital Imagery</u> I can explain how to take clear photos  I can take photos using a device	<u>Digital Imagery</u> I can edit photos by cropping, filtering and resizing	<u>Online Safety – Posting &amp; Sharing</u>
<b>PE</b>  <b>Lesson 1</b>  <u>Key vocabulary:</u>  Movement Sequence	<b>THEME: Weather</b> I can use counts of 8 to move in time and make my dance look interesting	<b>THEME: Weather</b> I can create my own dance using, actions, pathways and counts	<b>THEME: Pirates</b> I can copy, remember and repeat actions that represent the theme	<b>Athletics</b> I can move at different speeds over varying distances	<b>Athletics</b> I can change direction quickly	<b>Athletics</b> I can develop throwing for distance

Repetitive Balance						
<b>PE</b>  <b>Lesson 2</b>  <u>Key Vocabulary</u>  Actions Directions Varying Choreography	<b>THEME: Weather</b> I can explore pathways in my dance	<b>THEME: Pirates</b> I can explore speeds and actions in our pirate inspired dance	<b>THEME: The Lost Toy</b> I can use expressions and create actions that relate to the story	<b>Athletics</b> I can develop by balance	<b>Athletics</b> I can explore hopping, jumping and leaping for distance	<b>Athletics</b> I can develop throwing for accuracy
<b>Music</b>  <b>Beat &amp; Rhythm</b>  <u>Key Vocabulary</u>  Beat Rhythm Claves Percussion	<b>Theme: beat &amp; rhythm</b>  To learn to sing and do actions to the beat of music	<b>Theme: beat &amp; rhythm</b>  To catch the beat and play it on percussion instruments	<b>Theme: beat &amp; rhythm</b>  To catch the beat and play it on percussion instruments	<b>Theme: beat &amp; rhythm</b>  To learn the difference between beat and rhythm	<b>Theme: beat &amp; rhythm</b>  To consolidate the difference between beat and rhythm	<b>Theme: beat &amp; rhythm</b>  Learn to do body percussion.