



Stockport Grammar Junior School – Curriculum Information for Parents 2025-26

Year 1

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| Mathematics | <p>We will be following the White Rose Maths scheme. Children will be counting on and back, sorting and representing objects and comparing numbers. They will work on finding one more and one less as well as recognising numbers as words. Children will practice different methods of addition and subtraction and build on their knowledge of number bonds to 10. They will also practice writing number sentences. They will use number lines and part whole models to support their learning. The children will also learn to sort, recognise and name a variety of 2D and 3D shapes.</p> | | <p>The children’s deep understanding of 10 will support their exploration of tens and some ones and each number’s place value. They will extend their learning to numbers to 20 and then 50. They will practise different methods of addition and subtraction, within numbers to 20, using part-whole models, bar models, number bonds, doubles, and near doubles as well as practical resources such as 10 frames and counters, number lines and base 10. They will also begin to understand that addition is commutative. The children will also compare lengths and heights, developing an understanding that height is a type of length and that the language they use changes, depending on what type of length they are describing and comparing. Finally, the children will explore mass and volume, developing their understanding of heavy and light, and the idea that capacity is the maximum amount that something can hold.</p> | | | |

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| <p>English</p> | <p>Phonics will be taught daily through the Little Wandle scheme with an initial recap of Phase 4 before moving on to a focus on Phase 5 sounds. Weekly spellings will be taken from the phonics focus and the high frequency word lists. Handwriting will be taught through the Think Write handwriting scheme. In writing, children will use the story 'The Perfect Pet' to develop extended writing as well as reading factual books to learn about non-fiction texts. In the second half term, we will learn about Guy Fawkes and explore a range of poetry and non-fiction texts through our theme Fire! Fire! Through these texts, children will develop their poetry writing skills. In addition, there will be many reading opportunities and story times to enhance work done through the reading scheme.</p> | <p>Phonics will be taught daily through the Little Wandle scheme, continuing to focus on Phase 5 sounds. Weekly spellings will be taken from the phonics focus and the high frequency word lists. Handwriting will be taught through the Think Write handwriting scheme. In writing, children will read the story 'Supertato' and learn about the features of a letter, as well as punctuating sentences with exclamation marks. They will also make cress heads and write a simple set of instructions to explain their process. Later in the term, they will focus on the story of 'Jack and the Beanstalk', learning more about the use of adjectives and specific grammar rules. They will begin to adapt the storyline by creating their own versions using story maps. Children will also explore a range of non-fiction texts as we write recounts of familiar celebrations. They will learn to use time connectives as they discuss common features and sequence events. They will also read the story of 'The Scarecrows' Wedding' and discuss the differences between recounts and narrative. In addition, there will be many reading opportunities and story times to enhance work done through the reading scheme.</p> | |
| <p>Science</p> | <p>Children will label parts of the body, looking at similarities and differences and exploring the senses. They will learn about plants and bulbs as well as about animals and the changing weather/seasons.</p> | <p>The children will learn about materials and their uses. They will investigate the suitability of materials for different purposes. They will also learn about plants and growing and will plant some seeds. Alongside this they will observe seasonal changes.</p> | |
| <p>Humanities</p> | <p>Geography: The children will learn about their immediate locality. The children will develop locational knowledge based on the view from the</p> | <p>Geography: The children will take four different world journeys. Starting with their local area, they then look at coastal, rainforest,</p> | |

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| | <p>school and local walks. They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps. Vocabulary will be reinforced through looking at photos and sketches.</p> <p>History: The children will explore similarities and differences between their own lives and those of people their grandparents' age. We will focus on different topics, including homes, toys, shops and schools, as well as trips to the local area. While we focus on a childhood in Britain, we also understand that some children's grandparents may have been born overseas.</p> | <p>dry (desert) and world city locations. We will focus on teaching about continents and then moving children beyond just locational knowledge to a deeper understanding of place knowledge. We will balance images and specific case study examples to allow for challenges against stereotypes and misconceptions.</p> <p>History: The children will investigate the lives and journeys of five explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunita Williams. They will study an explorer from different perspectives, discussing what makes an explorer 'great', and who might not think that.</p> | |
| Art/Design Technology | <p>Children will build an understanding about the way they can make marks on a drawing surface. They will consider how the way they hold a drawing tool and move their bodies affects the drawings they make. They will be introduced to the fact that they can make drawings as a result of observation. Through their drawings children will be able to talk about what they can see and how it makes them feel.</p> <p>Children will also be introduced to sketchbooks as a place of personal exploration and will use recycled resources to make their own sketchbook.</p> | <p>In Art, children will be introduced to the idea that many artists use flora and fauna to inspire their work. They will study artists who use drawing to accurately capture the way plants and insects look and will spend time engaged in close looking to build drawing skills. They also experiment with new materials and practice their cutting and collage skills, exploring shape and colour to build images.</p> <p>In Design and Technology, children will act as engineers to design and create an 'egg protection device' to help Jack get his golden egg back down the beanstalk safely.</p> | |
| Computing | <p>Our focus will be on logging on, using software to introduce children to logical reasoning and using software which highlights the need to follow instructions carefully when using computers. Children will also practise keyboard skills.</p> | <p>Children will be introduced to computer programming using a variety of software.</p> | |

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| | <p>My Online Life: Throughout the year, the children will be thinking about all aspects of their online life and considering how to be safe and responsible while using the internet and technology.</p> | | |
| R.E. | <p>Our focus will be on families, roles in the community, happiness and sadness. We will study Noah's ark story and examine ideas of 'belonging' to groups other than school or family. We will explore ways to care for others. Hanukkah and Christmas with emphasis on what we wear and how we celebrate special festivals.</p> | <p>The children will learn about books that are special to them and that each faith has its own special book. The children will discuss places that are special to them and learn about significant places of worship. They will celebrate Shrove Tuesday and learn about Chinese New Year, Holi and Easter.</p> | |
| P.E/ Swimming | <p>Lessons will focus on invasion games (mainly netball and basketball). Pupils will develop their fundamental skills of catch, pass and move. Pupils will also develop their understanding of attacking in a direction towards a target.</p> <p>In Swimming we will be developing our technique and reducing our aids. We will introduce our aquatic breathing in order to develop our strokes.</p> | <p>In Swimming, we will continue to develop our strokes and also be aiming to increase our stamina so we can maintain our strokes over a longer time and distance. We will also work on our streamlined position leading to introducing diving.</p> <p>In this unit pupils will explore simple body movements and actions using different parts of their bodies. Pupils will express feelings, moods and ideas in response to different types of music and using a range of stimuli. Students will work with a partner or in small group and evaluate and assess movements to improve overall routines.</p> | |
| PSHE | <p>Children will focus on friendship as well as learning how to be part of a community, being safe and happy, acknowledging their own feelings and knowing about rules. They will consider how to acknowledge the feelings of others, being a good friend and about giving and receiving presents at Christmas.</p> | <p>The children will learn about relationships as part of the One Decision scheme. The children will learn to recognise their feelings and deal with them in a positive way. We will learn about keeping ourselves and others safe online.</p> | |
| French | <p>Greetings and introductions Classroom instructions Asking and saying how we are Numbers 1-20</p> | <p>Feelings - asking how someone is and saying how we are Toutes les Couleurs (storybook) - revision of colours, introduction to body parts</p> | |

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| | Revision of colours | | At the doctors - body parts, saying what is wrong, doctor/patient dialogue | |
| Music | <p>Finding our singing voice</p> <ul style="list-style-type: none"> • I Went to the Albert Hall • Action Songs • Hymns & Seasons through Song <p>Timbre and Pulse</p> <ul style="list-style-type: none"> • Guess the sounds – scrape, scratch, tap, bang.... <p>Developing Pulse</p> <ul style="list-style-type: none"> • Dancing and Drumming <p>Improving Performance Skills and Confidence:</p> <ul style="list-style-type: none"> • Assembly performances <p>Developing Rhythm Patterns</p> <ul style="list-style-type: none"> • Rhythm games • Bucket Drumming • Music & Movement patterns <p>Moving in time to music</p> <ul style="list-style-type: none"> • Dalcroze • Action Songs | <p>Fireworks music</p> <ul style="list-style-type: none"> • Group Collaboration • Matching Sounds to score • Singing • Harvest Songs <p>Nativity Performance</p> <ul style="list-style-type: none"> • Singing • Movement and Singing | <p>Story telling through music</p> <ul style="list-style-type: none"> ○ Graphic Score ○ Basic Western Rhythmic Notation <ul style="list-style-type: none"> • Reading • Rhythm games ○ Responding to pieces of music through art <ul style="list-style-type: none"> ○ The Snowman / Vivaldi Winter <p>Exploring instrumental timbre</p> <ul style="list-style-type: none"> • Classroom percussion • <i>free play</i> for fun • using these sounds in story telling <ul style="list-style-type: none"> ○ Develop group skills and collaboration ○ Pitch and singing skills ○ Simple Melodic patterns <p>Further developing listening and musicality through Dalcroze and Orff pedagogy – music and movement</p> | |