



YEAR 1 SEMESTER 1 CURRICULUM OVERVIEW

This overview supports the understanding of our Learning Summaries by providing a clear explanation of the semester's curriculum coverage.

Unit of Inquiry

Who we are

This semester, Year 1 learners have explored the central idea "Choices influence our wellbeing" through the theme Who we are. They inquired into identity, relationships, and balance, discovering how choices affect themselves and others. Socio-emotionally, learners practised empathy, respect, and self-awareness while reflecting on their actions. They have developed self-management skills by trying strategies for calmness, social skills through collaboration, and communication skills by expressing feelings clearly. Learners also applied thinking skills to connect choices with outcomes, fostering caring and reflective attitudes.

Sharing the planet

In the Unit of Inquiry, Sharing the planet, learners have engaged with the central idea "We can care for the earth by making good choices about waste". They investigated how human actions influence the natural world, developing a deeper understanding of sustainability and the responsibilities we hold towards it. Learners explored sustainable practices such as reducing, reusing, and recycling, while reflecting on the consequences of their choices for the environment. Their learning was showcased in a sustainable exhibition, where they demonstrated creativity and collaboration. This experience enhanced their communication, self-management, and teamwork skills, while nurturing a strong sense of responsibility as global citizens.

Language Arts

In Language Arts this semester, learners have engaged with a wide range of texts, including both fiction and non-fiction, to build enjoyment, comprehension and vocabulary. In writing, they generated ideas from personal experiences and used pictures or simple storyboards to plan and write their texts. Learners practised organising ideas clearly, using correct sentence structure, punctuation and spelling, while experimenting with different text types such as narratives and procedural writing. Speaking and listening activities provided opportunities to share stories, collaborate on narratives and participate in discussions, encouraging confident expression, active listening and respectful communication.

Little Wandle Phase	Graphemes covered
Phase 2	<i>s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z z z q u c h s h t h n g n k</i> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags)
Phase 3	<i>ai ee igh oa oo oo ar or ur ow oi ear air er</i> words with double letters longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end

Phase 4	Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words and compound words		
Phase 5	/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	/l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze	schwa at the end of words: actor /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more

Mathematics

This semester, learners have developed a deeper understanding of numbers, exploring the value and relationships within numbers from 0 to 50 by practising addition and subtraction through practical strategies and visual representations. They investigated number patterns, including odd, even, and skip counting, and applied their knowledge to solve problems. In shape and space, learners explored the properties of 2D and 3D shapes, created models, and recognised symmetry in their environment. They also collected, represented, and interpreted data using tally charts, graphs and pictographs, and discussed probability in everyday events using language such as likely, unlikely, possible and impossible. Throughout the semester, learners strengthened their problem-solving, reasoning, and ability to communicate mathematical thinking clearly.

Languages

Please refer to the section applicable for your learner.

English as an Additional Language

Year 1 EAL learners have developed their English through lessons linked to their Units of Inquiry. They explored vocabulary about emotions and self-regulation, using sentence frames like “When I feel (angry), I (hug my toy)” to express feelings and strategies. They read *The Color Monster*, *The Bear and the Bee*, *The Grumpy Elephant*, and *The Calm Down Jar*, and used five-finger sequencing to retell stories. Hands-on activities like glitter jars and playdough supported speaking, listening, and procedural writing.

French

This semester, learners have expanded their French skills in speaking, listening, reading, and writing through engaging texts and activities. They practised numbers to 20, feelings, animals, colours, family, and fruits, using songs and repetition to reinforce vocabulary and pronunciation. They explored weather, days, and accessories, describing conditions and clothing. The final project had them explain how they dress for different weather. By semester’s end, learners showed confidence, clear expression, and comprehension.

Chinese

In Semester 1, Year 1 learners explored their identities and their place within their families and homes. We began with Me and My Family, where learners talked about their age, gender, and nationality. They also introduced their family members and shared hobbies. We then moved to My Home and My Room, describing homes and objects using basic adjectives and prepositions. Learners practised talking about room size and colours, and also learned simple ways to care for the environment at home.

Specialist Learning Areas

Music

Learners have linked music and wellbeing, using vocabulary (staccato/legato, dynamics, pitch) in movement and instruments. They explored how sound is produced, discussed sustainable instrument materials, and created short sequences using beat, rhythm and contrast. An inquiry into celebrations built cultural awareness and audience skills. By the semester’s end, most identified elements accurately, distinguished timbres and performed simple ensemble pieces with increasing independence.

Visual Arts

In Semester 1, Year 1 learners have explored the expressive qualities of colour and line. They learned about facial proportions and created self-portraits. To enhance their portraits, they used oil pastels to draw a variety of lines and applied a watercolour resist technique to design vibrant backgrounds. Inspired by the artist Tyree Guyton, learners also discovered how everyday and discarded materials can be transformed into imaginative sculptures, learning the value of creativity and reuse in art-making.

PHE

In PHE, Year 1 learners have primarily focused on developing their collaborative and gross motor skills. In Health Related Fitness, learners have explored how their body changes during exercise and simple daily activities for their wellbeing. Through the Adventure Challenge unit, they are learning to work with others, communicate clearly, and challenge themselves to take risks in a supportive environment.

Aquatics

In Aquatics, learners have been practising drills for front crawl over 10 to 20 meters. This has included side breathing, arm coordination and body alignment drills. Learners are also encouraged to execute different types of floats such as starfloat, backfloat and mushroom floats, experiencing buoyancy in the water environment. Currently, they are developing backstroke with a focus on body alignment.