



Year 1 Curriculum Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Spine	Only One You Leaf Man Stickman Dogger	Funny bones Oliver's Fruit Salad Poetry- Firework The Christmas Story	Monkey Puzzle Royal Babies Big Red bus King's hat	The Great Fire of London Poetry - London's Burning Paddington at the palace	Amelia Earhart Little Red Riding Hood Jack and the beanstalk Hansel and Gretal	One, two buckle my shoe Come to school too Blue Kangaroo
Reading - Colour represents expected in RWI for that term.	Read set 2 sounds 47 sounds	Read first 9 of set 3 sounds 56 sounds	Read 17 set 3 sounds 64 sounds	Read all set 3 and additional graphemes (e-e, ie, ue, au, kn, wh, ph) 74 sounds	Increasing fluency 74 sounds	Increasing fluency 74 sounds
<p>Word Reading: Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; re-read these books to build up their fluency and confidence in word reading. Children will read these during their RWI sessions at their level. Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Apply phonic knowledge and skills as the route to decode words. Read common exception words</p> <p>Reading Comprehension: Throughout the year, children should listen to stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences. Participate in discussion about what is read to them, taking turns and listening to what others say, explaining clearly their understanding of what is read to them. Discuss the significance of the title and events making inferences on the basis of what is being said and done; predicting what might happen on the basis of what has been read so far.</p>						
Writing Outcomes	Writing composition write sentences by: saying out loud what they are going to write about . Writing composition: Composing a sentence orally before writing it.	Writing composition write sentences by: saying out loud what they are going to write about . Writing composition: Composing a sentence orally before writing it.	Writing composition: sequencing sentences to create a recount of an event.	Writing composition: sequencing sentences to create a recount of an event.	Writing composition: Begin to write simple narratives based on known stories. read aloud their writing clearly enough to be heard by their peers and the teacher.	Writing composition: To write a simple narrative. read aloud their writing clearly enough to be heard by their peers and the teacher.



	Writing composition: re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils	Writing composition: re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils				
Grammar and spelling	Capital letters and lowercase letters Verbs Suffixes -ing finger spaces writing sentences	Personal pronouns - I Noun suffixes - s Prefixes - un capital letters and full stops writing sentences	singular nouns past and present verbs Suffixes - ed capital letters for days of the week writing sentences	Plural nouns Noun suffixes - es compound words question marks sequencing sentences	Punctuating sentences Noun suffixes - es Exclamation marks Capital letters for names of people and places writing question sentences	joining words and clauses using and Suffixes - er punctuating sentences writing stories writing exclamation sentences
Maths	Place Value within 10 Addition and Subtraction within 10	Shape Place Value within 20 Addition and Subtraction within 20	Place Value within 50 Length and Height Mass and Volume Arithmetic: Addition and Subtraction	Multiplication and Division (2, 5 and 10s) Fractions Position and Direction	Place Value within 100 Arithmetic: Addition and Subtraction Arithmetic: Multiplication and Division	Money Time Arithmetic: Addition and Subtraction Arithmetic: Multiplication and Division
History	My life and family	Gunpowder Plot SI: Guy Fawkes	Great Fire of London SI: Samuel Pepys		History of Transport SI: Amelia Earhart/ Amy Johnson	
Geography	Geography : Weather and Climate Weather and climate topic. Key person: Shefali Oza		The United Kingdom Key person: George Lily		Geography : Local area (Including our School) Key person: Josiah Wedgwood	



Science	Seasons- to be taught throughout the year Animals including humans- body parts, diets Outdoor area – The study of a tree	Seasons- observe changes Animals including humans- body parts, diets	Seasons- observe changes Animals including humans- body parts, diets	Seasons- observe changes Materials - What objects are made from and properties.	Seasons- observe changes Plants – Name common garden plants	Revision – Quiz of units so far
PSHE	<p style="text-align: center;">SPARKLE Rules and routines School rules Risk assessments Aspirations E-safety Families and special people Road safety</p> <p>Key dates World Mental Health Day - 10th October Anti-bullying week 13th - 17th November Road Safety Week - 19th - 25th November</p>		<p style="text-align: center;">Differences and similarities Acceptable physical contact - including NSPCC Recognising and Understanding feelings Oral hygiene Police visit (Aspirations), role of the Police</p> <p>Key dates Children's mental health week - 3rd - 9th February Mother's Day - 30th March</p>		<p style="text-align: center;">Asking for help Worries Likes and dislikes Sun awareness Transition</p> <p>Key dates Father's Day - 15th June</p>	
R.E.	Who do Christians say made the world? (Creatio)	Why does Christmas matter to Christians? (Incarnation)	Who is Jewish and how do they live? (Judaism)	What do Christians believe God is like? (God)	What does it mean to belong to a faith community? (Thematic)	How should we care for the world and for others, and why does it matter? (Thematic)
Music	<p style="text-align: center;"><u>Move to the beat</u></p> <ul style="list-style-type: none"> Learn to recognise pulse, matching movements to music Explore percussion instruments Perform simple instrumental accompaniments to familiar songs 		<p style="text-align: center;"><u>Exploring sound</u></p> <ul style="list-style-type: none"> Explore how sounds can be produced in different ways using voices and instruments Sing simple songs, adding facial expressions and actions to enhance performance 		<p style="text-align: center;"><u>High and Low</u></p> <ul style="list-style-type: none"> Learn to identify and describe pitch Explore sounds created by a variety of different instruments and voice, describing their pitch and timbre Play simple listening games, identifying and copying simple pitch patterns 	



	<ul style="list-style-type: none"> • Create simple choreography and learn about dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance 	<ul style="list-style-type: none"> • Recognise how composers using dynamics, tempo and timbre to reflect a character or theme • Use song lyrics as a stimulus for a composition • Compose short sound sequences to tell a story and perform them to each other • Follow musical instructions and invent notation to represent sound sequences 	<ul style="list-style-type: none"> • Use a variety of tuned and untuned percussion instruments • Compose simple sound effects to accompany sections of a story • Compose pitch patterns and represent them using simple graphic notation • Prepare songs for a class performance_
Art	<p style="text-align: center;">KEITH HARING AND HIS CARTOONS</p> <p><u>Drawing and Painting</u> Keith Haring learning to cut, drawing, using pencils and proportion/ sizing and form Use of bold primary colours</p>	<p style="text-align: center;">KANDINSKY AND HIS COMPOSITIONS</p> <p><u>Texture, pattern, colour, line and tone - collage</u> Wassily Kandinsky Freidensreich Hundertwasser (comparison) Shapes, colour, colour mixing, abstract, form, cutting consolidation, space</p>	<p style="text-align: center;">PRINCESS POLKA DOTS</p> <p><u>Pattern and painting</u> Yayoi Kusama Colour-use of lines, style of lines and patterns, drawing</p>
DT	<p><u>Cooking and Nutrition</u></p> <p>Preparing Fruit and Vegetables : Fruit smoothies Exploring where food comes from e.g. plants or animals.</p> <p>To understand how to name and sort foods into the 5 food groups in the 'EatWell Plate'.</p> <p>To know that everyone should eat five portions of fruit and vegetables a day.</p> <p>(Links to Science) Design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose).</p>	<p><u>Structures</u></p> <p>Freestanding structures Children design, make and evaluate different freestanding structures.</p> <p>Create a London landmark small world area for your partner class to explore.</p> <p>(Links to Science Materials unit/ history and the Great fire of London)</p>	<p><u>Mechanisms</u></p> <p>Sliders and levers Creating moving pictures.</p> <p>(Father's Day cards)</p>



PE	Athletics Outdoor (6 weeks)	Dance CPD. Indoor (6 weeks)	Gymnastics Indoor (12 weeks)		Multi-skills/small sided games Outdoor (6 weeks)	Striking & fielding/ Tennis Outdoor (6 weeks)
Computing	1.1 technology around us	1.2 Digital Painting	1.3 - Moving a Robot	Y1 - 1.6 - Programming animations	1.5 - digital writing	1.4 Grouping data