



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
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 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.						
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: re- reading what they have written to check that it makes sense discuss what	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: re- reading what they have written to check that it makes sense discuss what	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.



	they have written with the teacher or other pupils	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 changes within living memory	Gunpowder Plot events beyond living memory that are significant nationally or globally	Great Fire of London events beyond living memory that are significant nationally or globally		History of Transport events beyond living memory that are significant nationally or globally	
Geography	Weather and Climate Key person: Shefali Oza		The United Kingdom Key person: George Lily		Local area (Including our School) Key person: Josiah Wedgwood	
Science	Seasons- to be taught throughout the year Animals including humans- body parts, diets	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



PSHE	SPARKLE Rules and routines School rules Risk assessments Aspirations Families and special people		Differences and similarities Acceptable physical contact - including NSPCC (PANTS) Recognising and Understanding feelings Oral hygiene		Asking for help Worries Likes and dislikes Sun awareness Transition	
R.E.	Unit 7 Who do Christians say made the world? (Creation)	Unit 8 Why does Christmas matter to Christians? (Incarnation)	Unit 9 Who is Jewish and how do they live? (Judaism)	Unit 10 What do Christians believe God is like? (God)	Unit 11 What does it mean to belong to a faith community? (Thematic)	Unit 12 How should we care for the world and for others, and why does it matter? (Thematic)
Music	Move to the beat		Exploring sound		High and Low	
Art	Drawing and Painting Keith Haring		Texture, pattern, colour, line and tone - collage Wassily Kandinsky Freidensreich Hundertwasser (comparison)		Pattern and painting on textiles Yayoi Kusama	
DT	Mechanisms Purpose: Christmas card		Structures Purpose: Create a London landmark small world area for your partner class to explore.		Cooking and Nutrition Purpose: To create a smoothie for a friend in their class to try.	
PE	Unit 1: Dance CPD	Unit 2: Athletics	Unit 3 Gymnastics		Unit 4: Multi-skills/small sided games	Unit 5: Striking & fielding/ Tennis
Computing	1.1 technology around us - Adapt to use of iPads	1.2 Digital Painting	1.3 - Moving a Robot	Y1 - 1.6 - Programming animations	1.5 - digital writing	1.4 Grouping data

