

YEAR 1 CURRICULUM OVERVIEW 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Right of the month	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
Skills Builder	September: Listening October: Speaking	November: Teamwork December: GLOBAL GOALS	January: Problem Solving February: Staying Positive	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Aiming High	June: Leadership July: GLOBAL GOALS Skills Builder Project (Gallery Opening)
DT	Food Technology Pumpkin Soup	Information Technology Recognise common uses of technology	Food Technology Dipped Fruit	Construct a Windmill	Computer Science code a simple sequence of events debug a simple sequence of events	Materials cutting, shaping techniques,
English	Beegu Bear and the Piano Pumpkin Soup	Rapunzel: A Rebel fairytale A is for Africa A Christmas story	Where the Wild Things Are Puffin Book of First Rhymes for Children	Mixed: A Colourful Story Smartest Giant in Town	The Jolly Postman: Traditional Tales Little Red Riding Hood (Pie Corbett)	Coming to England Wales on the map Katie Goes to London / Edinburgh
	Captions Character / setting description Story Maps (retelling)	Instructions Labels and captions Story Maps (retelling)	Narrative Story maps (retelling) Poetry	Instructions Newspaper report Character Description	Narrative Letter Writing Persuasive Writing	Non-chronological report Diary writing Postcards
	Capital letters; full stop, question mark/exclamation mark; conjunction: <i>and</i>					
Oracy, including Skills Builder Step 1 and debating motions e.g. This house believes that... the bear shouldn't have left the forest and gone to the big city...the three pigs should forgive the big bad wolf...monsters would make a good pet						

Maths	Addition and subtraction (composition of numbers 0 - 5)	Addition and subtraction (composition of numbers 6 - 10) Measure Geometry	Place Value Addition & Subtraction	Multiplication Division	Fractions Time	Place Value Addition and Subtraction
Science	Seasonal Change: all year					
	Animals including humans	Materials and States of Matter <i>(DT Project: Designing and making a windmill with materials)</i>		Plants		

History	EQ: What has changed since my grandparents were children?		EQ: How have the streets around my school changed? A local history study		EQ: Who are Ibn Battuta, Amelia Earhart and Helen Sharman/Mae Jemison, and why do they matter?	
Geography	Map Skills Exploring the world			Languages and Celebrations around the World Fair Trade Fortnight	Map Skills Exploring the U.K.	
RE	Retell stories connected to these festivals.					
	Harvest Festival Rosh Hashanah	Christmas Hanukkah Advent Diwali	Lunar New Year Shrove Tuesday	Purium Easter Holi	Ramadan Eid	
				Who is a Christian and what do some believe? How and why do we celebrate special and sacred times? (Christians and Muslims) What does it mean to belong to a faith community? (Christians and Muslims)		
PE	Locomotion - Running Dance - Growing	Ball Skills-Hands Dance - Heroes	Ball Skills- Hands Gymnastics- Wide, Narrow, Curled	Locomotion - Jumping Gymnastics - Body Parts	Games for Understanding Ball Skills - Hands	Team Building Ball Skills - Racket Bats and Balls
Art	Drawing and Painting <i>Pumpkins Self Portraits Yayoi Kusami</i>	Clay Making <i>Festivals Emre Can</i>	Collage <i>Materials Kandinsky</i>	Still Life painting <i>Seasonal Changes Paul Cezanne</i>	Painting <i>Nature Hilma Af Kliunt Amelia Hadouchi</i>	Land Art <i>Plants Andy Goldsworthy</i>

<p>Music</p>	<p>Learn how to keep a pulse through actions and body percussion. Exploring high/low and loud/quiet sounds.</p>	<p>Follow a pulse at varying tempos. Learn the difference between pulse and rhythm and explore crochet and quavers.</p>	<p>Pitch match and sing solos using two-note songs.</p>	<p>Relate crotchets and Quavers to known chants. Read 4 beat rhythm patterns. Gain accuracy in pitch matching two note songs. Play tuned instruments as accompaniment to singing, keeping a steady pulse.</p>	<p>Transfer experience of rhythm patterns onto percussion instruments. Perform in a group starting and stopping at same time. Pitch match and sing solos using three note songs.</p>	<p>Learn the place of a rest in music. Concentrate and internalise lyrics playing instruments on specific cue words. Improvise simple melodies on tuned percussion. Sing three note songs with increasing accuracy.</p>
<p>PSHE/RRS</p>	<p>Mental Health and Emotional Wellbeing <i>Feelings</i></p>	<p>Identity, society and Equality <i>Me and others</i></p>	<p>Physical Health and Wellbeing <i>Fun times</i></p>	<p>Keeping Safe and Managing Risk <i>Feeling safe</i></p>	<p>Drug, Alcohol and Tobacco Education <i>What do we put into and on to our bodies?</i></p>	<p>Careers, Financial Capability and Economic Wellbeing <i>My money</i></p>
<p>Computing</p>	<p>Computing systems and networks identify technology and look after it explain what a computer is</p>	<p>Computer Science understand what algorithms are</p>	<p>Creating Media create, share and respond to multimedia and digital artifacts explain why work using technology belongs to me</p>		<p>Data and information explain what data is sort and group basic data</p>	<p>Computer Science create a simple sequence of events</p>