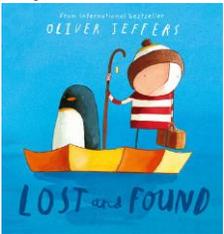
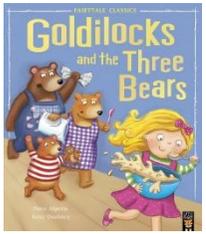
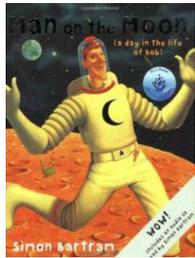
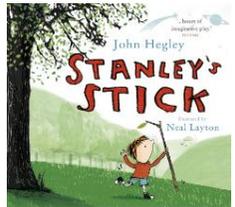
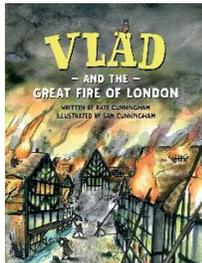
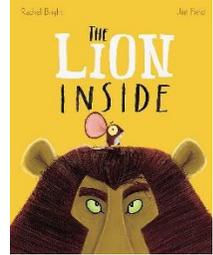
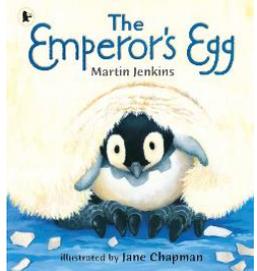
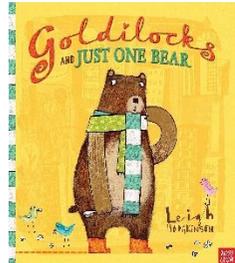
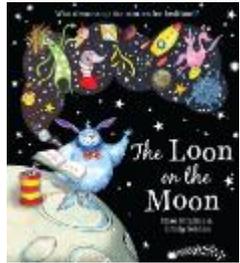
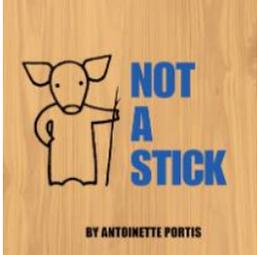
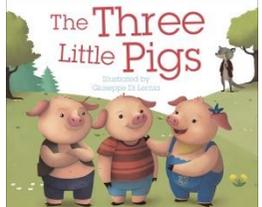
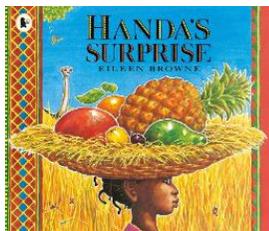
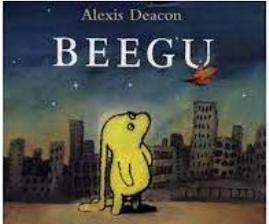
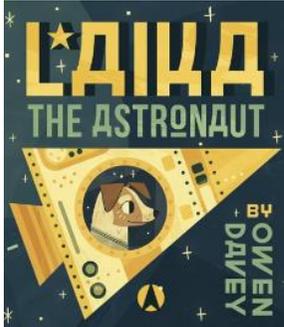
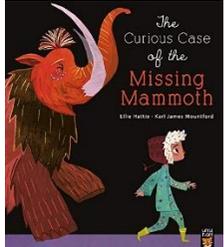




Year One Curriculum Overview 2024-2025

YEAR ONE	Autumn Term		Spring Term		Summer Term	
Poetry	<p>Sea Songs</p>  <p>Action rhyme and list poem</p>	<p>Poetry Fruit Salad</p>  <p>Senses poem</p>	<p>I Spun a Star by John Foster</p>  <p>List poem</p>	<p>There Are No Such Things as Monsters!! by Roger Stevens</p>  <p>Descriptive poem based on a model</p>	<p>If I Had a Beak by The Literacy Company</p>  <p>Descriptive poem using the senses</p>	<p>At the Zoo by W. M. Thackeray</p>  <p>List poem</p>

YEAR ONE	Autumn Term	Spring Term	Summer Term			
English	<p>Lost and Found By Oliver Jeffers</p>  <p>Fiction</p>	<p>Goldilocks and the Three Bears</p>  <p>Traditional Tale</p>	<p>Man on the Moon by Simon Bartram</p>  <p>Fiction</p>	<p>Stanley's Stick by John Hegley</p>  <p>Fiction</p>	<p>Vlad and the Great Fire of London</p>  <p>Historical fiction</p>	<p>The Lion Inside by Rachel Bright</p>  <p>Rhyming fiction</p>
	<p>The Emperor's Egg by Martin Jenkins</p>  <p>Fiction</p>	<p>Goldilocks and just one bear by Leigh Hodgkinson</p>  <p>Traditional Tale</p>	<p>Loon on the Moon by Chai Strathie</p>  <p>Rhyming fiction</p>	<p>Not a Stick by Antoinette Portis</p>  <p>Fiction</p>	<p>The Three Little Pigs</p>  <p>Traditional Tales</p>	<p>Handa's Surprise by Eileen Browne</p>  <p>Curious Case of the Missing Mammoth by Ellie Hattie</p>
	<p>Beegu by Alexis Deacon</p>  <p>Fiction</p>		<p>Laika by Owen Davey</p>  <p>Fiction</p>			<p>The Curious Case of the Missing Mammoth by Ellie Hattie</p>  <p>Adventure Narrative with some non-fiction</p>

Place Value

Addition and subtraction

Addition	+
Subtraction	-

Addition and subtraction

Addition	+
Subtraction	-

Geometry: Shape

Properties of 3D shapes

Cones	Spheres	Irregular Solids	Cuboid
2 Faces 1 Edge 1 Vertex Oblate	1 Face 1 Edge 0 Vertices Sphere	5 Faces 4 Edges 4 Vertices Triangular Prism	6 Faces 12 Edges 8 Vertices Square-based prism
2 Faces 2 Edges 0 Vertices	6 Faces 12 Edges 8 Vertices	5 Faces 8 Edges 5 Vertices	5 Faces 8 Edges 5 Vertices

Place Value

Addition and subtraction

Addition	+
Subtraction	-

Place Value

Measurement: Length and height

Measurement: Weight and volume

Multiplication and division

Multiplication	×
Division	÷

Fractions

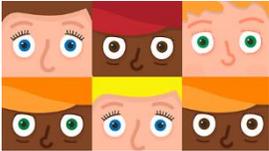
Geometry: Position and direction

Geometry: Position and direction

Place Value

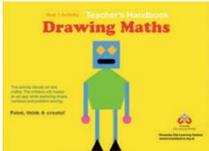
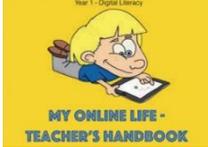
Measurement: Money

Measurement: Time

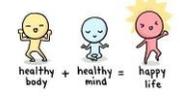
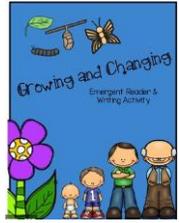
YEAR ONE	Autumn Term	Spring Term	Summer Term	
Science	<p>Seasonal Changes</p>  <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>(to run throughout the year)</p>	<p>Animals, including humans</p>  <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<p>Seasonal Changes</p>  <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies <p>(to run throughout the year)</p> <p>Scientific Enquiry Challenges</p> <p>Plants</p>  <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees 	<p>Materials</p>  <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Animals, including humans</p>  <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

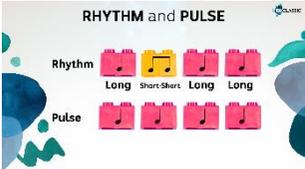
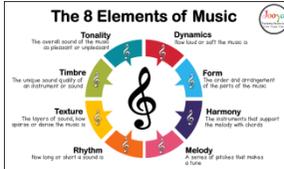
YEAR ONE	Autumn Term	Spring Term	Summer Term
History	<p data-bbox="168 167 779 247">Would your older relatives favourite toy from the past be the same as yours today?</p>  <p data-bbox="168 566 779 678">Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p data-bbox="392 702 560 742">Bonfire Night</p>	<p data-bbox="824 167 1451 247">Would you rather go exploring with Neil Armstrong or Bessie Coleman?</p>  <ul data-bbox="862 566 1444 750" style="list-style-type: none"> • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p data-bbox="1489 167 2139 207">Could the Great Fire of London have been prevented?</p>  <ul data-bbox="1534 507 2128 686" style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

YEAR ONE	Autumn Term	Spring Term	Summer Term
Geography	<p>What is it like here? Fieldwork: school grounds</p>  <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>What is the weather like in the UK? Fieldwork: school grounds</p>  <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>What is it like to live in Shanghai? Fieldwork: local area</p>  <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

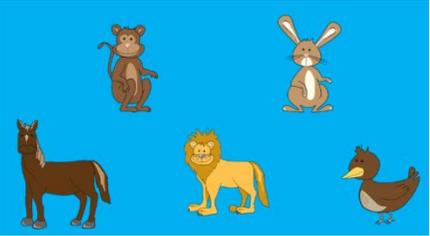
YEAR ONE	Autumn Term	Spring Term	Summer Term			
Computing	 <p>Mandatory Skills:</p> <ul style="list-style-type: none"> I can do the basics with technology. I can take a good quality photograph and video on an iPad/digital camera. <p>Information Technology:</p> <ul style="list-style-type: none"> I can use technology to create and present my ideas. I can organise and store my digital work. I can collect and sort data. <p>Digital Literacy:</p> <ul style="list-style-type: none"> I can recognise the ways we use technology in our classroom, my home and community. I can use a search engine. I understand something online may upset and know where to find help it anything does. I can describe how to behave online in ways that do not upset others and can give examples. I know the rules of using technology at home or in school. I can explain what personal information is and give examples of it. 	 <p>Mandatory Skills:</p> <ul style="list-style-type: none"> I can do the basics with technology. <p>Information Technology:</p> <ul style="list-style-type: none"> I can use technology to create and present my ideas. I can organise and store my digital work. <p>Digital Literacy:</p> <ul style="list-style-type: none"> I can communicate politely via the internet.  <p>Mandatory Skills:</p> <ul style="list-style-type: none"> I can do the basics with technology. <p>Information Technology:</p> <ul style="list-style-type: none"> I can use technology to create and present my ideas. I can organise and store my digital work. <p>Digital Literacy:</p> <ul style="list-style-type: none"> I can communicate politely via the internet. 	 <p>Mandatory Skills:</p> <ul style="list-style-type: none"> I can do the basics with technology. I can take a good quality photograph and video on an iPad/digital camera. <p>Information Technology:</p> <ul style="list-style-type: none"> I can use technology to create and present my ideas. I can organise and store my digital work. I can collect and sort data. <p>Digital Literacy:</p> <ul style="list-style-type: none"> I can recognise the ways we use technology in our classroom, my home and community. I can use a search engine. I understand something online may upset and know where to find help it anything does. I can communicate politely via the internet. I understand that once something it posted you lose control if it. I can describe how to behave online in ways that do not upset others and can give examples. 	 <p>Mandatory Skills:</p> <ul style="list-style-type: none"> I can do the basics with technology. I can take a good quality photograph and video on an iPad/digital camera. <p>Computer Science:</p> <ul style="list-style-type: none"> I can follow a simple algorithm and create a simple sequence I can create algorithms using symbols that solve a problem. I can create algorithms that can be turned into a program using a robot or digital device. I can independently debug simple sequence errors in a program. I can use logical reasoning to predict the outcome of simple programs. <p>Information Technology:</p> <ul style="list-style-type: none"> I can use technology to create and present my ideas. I can organise and store my digital work. I can collect and sort data. <p>Digital Literacy:</p> <ul style="list-style-type: none"> I can recognise the ways we use technology in our classroom, my home and community. I can communicate politely via the internet. 	 <p>Mandatory Skills:</p> <ul style="list-style-type: none"> I can do the basics with technology. I can take a good quality photograph and video on an iPad/digital camera. <p>Information Technology:</p> <ul style="list-style-type: none"> I can use technology to create and present my ideas. I can organise and store my digital work. I can collect and sort data. <p>Digital Literacy:</p> <ul style="list-style-type: none"> I can recognise the ways we use technology in our classroom, my home and community. I can use a search engine. I can communicate politely via the internet 	 <p>Mandatory Skills:</p> <ul style="list-style-type: none"> I can do the basics with technology. I can take a good quality photograph and video on an iPad/digital camera. <p>Computer Science:</p> <ul style="list-style-type: none"> I can follow a simple algorithm and create a simple sequence I can create algorithms using symbols that solve a problem. I can independently debug simple sequence errors in a program. I can use logical reasoning to predict the outcome of simple programs. I can create algorithms that can be turned into a program using a robot or digital device. <p>Information Technology:</p> <ul style="list-style-type: none"> I can use technology to create and present my ideas. I can organise and store my digital work. <p>Digital Literacy:</p> <ul style="list-style-type: none"> I can recognise the ways we use technology in our classroom, my home and community. I can communicate politely via the internet.

YEAR ONE	Autumn Term		Spring Term		Summer Term	
Art/Design Technology	<p>Drawing</p> <p>Artist Link - Paul Klee or Patrick Caulfield</p>  <ul style="list-style-type: none"> • Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences. • Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture. • Talk about the features they like in their own work and in the work of others. • Talk about what they might change in their own work. 	<p>Cooking and Nutrition</p> <p>Smoothies</p>  <ul style="list-style-type: none"> • Describe fruits and vegetables and explain how to identify fruits. • Name a range of places that fruits and vegetables grow. • Describe basic characteristics of fruit and vegetables. • Prepare fruits and vegetables to make a smoothie. 	<p>Printing</p> <p>Artist Link – Henri Matisse or Charles Rennie Mackintosh</p>  <ul style="list-style-type: none"> • Describe what they think and feel about the work of a chosen artist, craft maker or designer. • Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package. • Talk about what they might change in their own work. 	<p>Textiles</p> <p>Puppets</p>  <ul style="list-style-type: none"> • Join fabrics together using pins, staples or glue. • Design a puppet and use a template. • Join their two puppets' faces together as one. • Decorate a puppet to match their design. 	<p>Mixed Media</p> <p>Artist Link – Pattern making or Guillermo Kuitca</p>  <ul style="list-style-type: none"> • Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials. • Beginning to work creatively e.g. with a range of media on different scales. • Begin to talk about the style of a chosen artist, craft maker or designer. • Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture 	<p>Mechanisms</p> <p>Wheels and Axles</p>  <ul style="list-style-type: none"> • Explain that wheels move because they are attached to an axle. • Recognise that wheels and axles are used in everyday life, not just in cars. • Identify and explain vehicle design flaws using the correct vocabulary. • Design a vehicle that includes functioning wheels, axles and axle holders. • Make a moving vehicle with working wheels and axles. • Explain what must be changed if there are any operational issues.

YEAR ONE	Autumn Term			Spring Term		Summer Term			
Personal, Social and Health Education	Families and Friends	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental well-being	Growing and changing	Keeping safe
									
	<p>The roles of different people in their lives</p> <p>Who their family is and how families are different</p> <p>Understand that being in a family is about feeling cared for</p>	<p>Recognise privacy</p> <p>Learn how to stay safe</p> <p>Seeking permission</p>	<p>Recognise how behaviour can affect others</p> <p>The importance of being polite and respectful</p>	<p>Learn about what rules are</p> <p>Caring for others' needs</p> <p>Ways to look after the environment</p>	<p>Using the internet and other digital devices</p> <p>Communicating online</p>	<p>Celebrating and recognising strengths and interests</p> <p>Jobs in our local community</p>	<p>How we keep healthy</p> <p>How food, exercise and good hygiene play a part in keeping us healthy</p> <p>How we keep ourselves safe in the sun</p>	<p>Recognise how people grow and change</p> <p>Recognising what makes us unique and special</p> <p>Learning about our feelings when changes happen</p> <p>Learning how to regulate themselves when things go wrong</p>	<p>The importance of rules and age restrictions in keeping us safe</p> <p>Keeping safe online</p>

YEAR ONE	Autumn Term	Spring Term	Summer Term			
Music	<p>Musical Vocabulary (Under the sea)</p>  <ul style="list-style-type: none"> Learn musical vocabulary pulse and tempo. To explain what dynamics, tempo, pitch, rhythm, texture, structure are <p>To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre</p>	<p>Classical music, dynamics and tempo</p>  <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Observe others and try to play appropriately. Sing in time from memory, with some - accuracy. Play either a call and/or a response role in time with another pupil. Keep a steady pulse. Improvise, using their instrument, to a given stimulus. 	<p>Pulse and rhythm</p>  <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Clap the rhythm of their name. Clap in time to music. Sing the overall shape of a melody. Play in time to music. Copy and create rhythms based on word patterns. Play on the pulse. 	<p>Timbre and rhythmic patterns (Fairytales)</p>  <ul style="list-style-type: none"> Familiar stories and character voices Select appropriate instruments to tell a story Clap syllables in words and phrases and perform a story. Use timbre to represent different characters in a song. Use untuned instruments in a class performance. 	<p>Pitch and tempo (Superheros)</p>  <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> Explain what pitch means. Identify whether a note is higher or lower. Create a pattern using two pitches, then play or sing it. Explain what tempo means. Identify simple tempo changes in music. Perform a pattern that gradually gets faster (accelerando). Contribute to a group composition and performance by creating, selecting, combining and performing sounds. <p>Suggest improvements to their work.</p>	<p>Vocal and body sounds (By the sea)</p>  <p>Create movements that match the music, explaining why they are moving in that way. Identify descriptive sounds within the music. Recreate and then adapt descriptive sounds heard using their voice or body. Make appropriate instrument choices to represent a descriptive sound. Control instruments and voices to make both quiet and loud sounds. Follow simple instructions during a group performance. Create their own graphic score and play from it. Make more than one sound on their instrument and with their voice.</p>

YEAR ONE	Autumn Term		Spring Term		Summer Term	
Physical Education	<p style="text-align: center;">Athletics</p>	<p style="text-align: center;">Dance</p>	<p style="text-align: center;">Gymnastics</p>	<p style="text-align: center;">Basketball</p>	<p style="text-align: center;">Tag Games</p>	<p style="text-align: center;">Tennis</p>
	 <ul style="list-style-type: none"> • demonstrate the five basic jumps, showing control at take-off and landing. • run showing a change of pace. • throw with increasing accuracy and coordination into targets set at different distances. • demonstrate a range of throwing actions using a variety of equipment. • watch, copy and describe what they and others have done. • recognise and describe what their bodies feel like during different types of activity. 	 <ul style="list-style-type: none"> • explore movement ideas and respond imaginatively to a range of stimuli. • move confidently and safely in their own and general space, using changes of speed, level and direction. • compose and link movement phrases to make simple dances with clear beginnings, middles and ends. • perform movement phrases using a range of body actions and body parts. • talk about dance ideas inspired by different stimuli. • watch, copy and describe dance movement. • recognise how their bodies feel when still and exercising. 	 <ul style="list-style-type: none"> • explore gymnastic actions and still shapes. • move confidently and safely in their own and general space, using changes of speed, level and direction. • copy or create and link movements phrases with beginnings, middles and ends. • perform movement phrases using a range of body actions and parts. • watch, copy and describe what they and others have done. • recognise how their bodies feel when still of exercising. 	 <ul style="list-style-type: none"> • move a ball using simple throwing techniques • explore different ways of moving a ball • sometimes catch a ball • stop a ball moving in other ways • play simple ball games involving kicking, catching or throwing 	 <ul style="list-style-type: none"> • To be confident and safe in the spaces used to play games. • explore and use skills, actions and ideas individually and in combination to suit the game they are playing. • choose and use skills effectively for particular games • watch, copy and describe what others are doing. • describe what they are doing. • understand that being active is good for them. 	 <ul style="list-style-type: none"> • Strike a ball using a bat • move a ball using simple throwing techniques • explore different ways of moving a ball • sometimes catch a ball • strike a ball moving in other ways • play simple ball games involving striking, catching or throwing

YEAR ONE	Autumn Term		Spring Term		Summer Term	
Religious Education	<p>Christianity (God)</p>  <p>What do Christians say that God is a Father?</p>	<p>Christianity (Jesus)</p>  <p>Why is Jesus special to Christians?</p>	<p>Islam</p>  <p>How might beliefs about creation affect the way people treat the world?</p>	<p>Judaism</p>  <p>Why might some people put their trust in God?</p>	<p>Hindu Dharma</p>  <p>What do Hindus believe about God?</p>	<p>Christianity (Church)</p>  <p>How might some people show that they belong to God?</p>
	Languages	<p>Animals</p>  <ul style="list-style-type: none"> • Be introduced to ten animals in Spanish • Match all the new Spanish words to the appropriate picture • Remember the words for at least five animals in Spanish unaided • Attempt to spell at least three animals correctly in Spanish 		<p>I Can ...</p> <ul style="list-style-type: none"> • Recognise some common Spanish verbs/activities. • Use these verbs to convey meaning in English by matching them to their appropriate picture. • Use these verbs in the infinitive with puedo 		<p>Ice Cream</p>  <ul style="list-style-type: none"> • Name and recognise up to 10 different flavours for ice creams. • Ask for an ice-cream in Spanish using 'quisiera'. • Say what flavour they would like. • Say whether they would like their ice-cream in a cone or a small pot/tub