

### Curriculum Overview Year 1 2024 - 2025

Subjects	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Curriculum Drivers</b>	Our Place in Our World		Life Skills and Attitudes		Ambition and Possibilities	
<b>Empowering Learning</b>	<b>Self Manager</b> <b>Effective Participator</b> <b>Resourceful Thinker</b> <b>Reflective Learner</b> <b>Independent Enquirer</b> <b>Team Worker</b>					
<b>Reading</b>	<p style="text-align: center;">The following aspects of reading will be taught across the year.</p> <p style="text-align: center;"><b>Decoding/ Phonics</b>- Secure phonics at phase 3 to 5</p> <p style="text-align: center;"><b>Patterns and Rhymes</b>- Identify which words appear again and again.</p> <p style="text-align: center;"><b>Comprehension and Understanding</b>-Relate reading to own experiences. Re-reads if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title &amp; events.</p> <p style="text-align: center;"><b>Prediction, inference &amp; deduction</b>- Make predictions on basis of what has been read. Make inferences on basis of what is being said &amp; done.</p> <p style="text-align: center;"><b>Intonation and Expression</b>- Reads with pace &amp; expression, i.e. pause at full stop; raise voice for question.</p> <p style="text-align: center;"><b>Research</b>- Knows difference between fiction and non-fiction texts</p>					
<b>Writing</b>	<p><b>Basic Skills</b> The alphabet Labels Lists Captions</p> <p><b>Fiction:</b> Stories in familiar settings</p>	<p><b>Poetry:</b> Bonfire Night</p> <p><b>Non-Fiction:</b> Seasons information text</p> <p><b>Non-fiction:</b> Letters to Father Christmas</p>	<p><b>Fiction – Alan’s Big Scary Teeth</b> (narrative)</p> <p><b>Poetry:</b> Rumble in the Jungle (funny poems)</p> <p><b>Non-fiction:</b> Biographies – Significant individuals</p>	<p><b>Non-fiction:</b> Animals information text</p> <p><b>Fiction:</b> Traditional tales and fairy stories</p>	<p><b>Fiction:</b> Seasonal stories</p> <p><b>Non-fiction:</b> Instructions – how to grow a plant</p> <p><b>Poetry:</b> Seasons poems – pattern and rhyme</p>	<p><b>Fiction:</b> Adventure Stories</p> <p><b>Non-fiction:</b> Recounts</p>
<b>GPS</b>	<p style="text-align: center;">Throughout Class 1, children will cover the expectations of the GPS curriculum. This includes:</p> <ul style="list-style-type: none"> <li>- Leaving spaces between words</li> <li>- Joining words and clauses using “and”</li> <li>- Begin to punctuation sentences using a capital letter and full stop, question mark or exclamation mark</li> <li>- Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>- Use of regular plural noun suffixes -s or -es</li> <li>- Sequencing sentences to form short narratives</li> <li>- Learning to spell a variety of words</li> </ul>					

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<b>Maths</b>	Number: Place value (within 10)	Number: Addition and Subtraction (within 10)	Number: Place Value (Within 20)	Number: Place Value (within 50)	Number: Multiplication and Division	Number: Place value (within 100)
	Number: Addition and Subtraction (within 10)	Geometry: Shape	Number: Addition and Subtraction (within 20)	Measurement: length and height	Number: Fractions	Measurement: Money
		Consolidation		Measurement: mass and volume	Geometry: Position and direction	Time
	<b>Seasonal Changes throughout the year</b> (observe changes across the four seasons, describe weather associated with the seasons)					
<b>Science</b>	<b>How can we keep Paddington dry in the rain?</b> (Everyday Materials)		<b>Do all animals eat other animals?</b> (Animals including humans/ Exploring our five senses)		<b>What's growing in our gardens?</b> (Plants)	<b>Why does it get dark earlier in winter?</b>
	<b>What is it like here and how has it changed?</b> (Geography – our school and its locality) What do we know about where our school is? What has changed since our grandparents were young? (History – Changes beyond / within living memory)		<b>Who helps us?</b> (History – significant individuals)		<b>What is the weather like in the UK?</b> (Geography –name & locate the four countries and capital cities of the United Kingdom and its surrounding seas)	<b>What is it like to live in Shanghai and how do we get there?</b> (Geography – Geographical similarities and differences) (History – Changes to transportation)
<b>Topics</b> (Geography/ History)						
<b>Computing</b>	Knowledge and Understanding and Skills in Digital Citizenship and E-Safety will continue throughout the year					
	<b>Online Safety</b> Logging in safely, exploring Purple Mash	<b>Coding</b> Instructions, using code to make a computer program	<b>Maze Explorers</b> Follow basic direction keys, create and debug instructions <b>Animated Story Books</b> Plan a storybook, explore animation, copy and paste	<b>Pictograms</b> Use data in picture format <b>Lego Builders</b> Follow instructions, consider what might affect the result	<b>Spreadsheets</b> Navigate and enter data on a spreadsheet <b>Grouping and Sorting</b> Sorting items into groups online and offline	<b>Technology out of school</b> Find examples of where technology is used in and outside of school

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<b>Artists</b>	Inspirational Artists will be studied where appropriate					
<b>Art &amp; DT</b>	<b>Art Drawing: make your mark</b>	<b>DT Structures: constructing a windmill</b>	<b>Art Sculpture &amp; 3D: paper play</b>	<b>DT Mechanisms: Moving story book</b>	<b>Art: Painting and mixed media – colour splash</b>	<b>DT Textiles: Puppets</b>
<b>PE</b>	<b>Fundamental skills</b>  <b>Swimming</b>	<b>Dance</b>  <b>Ball Skills</b>	<b>Gymnastics</b>  <b>Target Games</b>	<b>Net and Wall Games</b>  <b>Invasion Games</b>	<b>Striking and Fielding Games</b>  <b>Swimming</b>	<b>Indoor Athletics</b> Aiming and targets  <b>Swimming</b>
<b>RE</b>	<b>Philosophy</b> What do my senses tell me about the world?	<b>Human &amp; social science</b> How does a celebration bring a community together?	<b>Theology</b> What do Jewish people remember on Shabbat?	<b>Theology</b> What does the cross mean to Christians?	<b>Philosophy</b> How did the universe come to be?	
<b>PSHE</b>	<b>Being Me in My World</b> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences	<b>Celebrating Difference</b> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	<b>Dreams and Goals</b> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement Tackling new challenges Identifying and overcoming obstacles Feelings of success	<b>Healthy Me</b> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine and household safety Road safety Health and happiness	<b>Relationships</b> Belonging to a family Being a good friend Physical contact preferences People who help us Qualities in friends Self-acknowledgement Being a good friend to myself Celebrating special relationships	<b>Changing Me</b> Life cycles – animals and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

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<b>Music</b>	<b>Hey You</b> How pulse, rhythm and pitch work together	<b>Rhythm In the Way We Walk &amp; Banana Rap</b> Pulse, rhythm and pitch, rapping, dancing and singing	<b>In The Groove</b> How to be in the groove with different styles of music	<b>Round &amp; Round</b> Pulse, rhythm and pitch in different styles of music	<b>Your Imagination</b> Using your imagination to compose	<b>Reflect, Rewind, Replay</b> The history of music, looking back and consolidating learning from the year, musical terminology
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\*Learning may not occur in the order of the overview and is subject to change throughout the year.