



Year 1 Curriculum Overview

	Autumn		Spring		Summer	
English	Read Write Inc (RWI) Phonics programme		Read Write Inc (RWI) Phonics programme		Read Write Inc (RWI) Phonics programme	
Maths	<p>Place value within 10</p> <p>Sorting, counting and representing objects</p> <p>Counting on and back</p> <p>Less than, greater than and equal to</p> <p>Comparing numbers</p>	<p>Addition and subtraction</p> <p>Parts and wholes</p> <p>Fact families</p> <p>Number bonds within 10</p> <p>Addition and subtraction using number lines</p> <p>Shape</p> <p>Recognise, name and sort 2-D and 3-D shapes</p> <p>Patterns within 2-D and 3-D shapes</p>	<p>Place value within 20</p> <p>Count within 20</p> <p>Understand numbers 11-20</p> <p>1 more and 1 less</p> <p>Number lines to 20</p> <p>Compare and order to 20</p> <p>Addition and subtraction</p> <p>Number bonds to 20</p> <p>Doubles and near doubles</p> <p>Add and subtract within 20</p>	<p>Place value within 50</p> <p>Count from 20 to 50</p> <p>Multiples of 10</p> <p>Groups of tens and ones</p> <p>Number line to 50</p> <p>Length and height</p> <p>Compare lengths and heights</p> <p>Measure length of objects</p> <p>Measure in centimetres</p> <p>Mass and volume</p> <p>Heavier and lighter</p> <p>Measure and compare mass</p> <p>Measure and compare volume and capacity</p>	<p>Multiplication and division</p> <p>Count on 2s, 10s and 5s</p> <p>Recognise equal groups / sharing</p> <p>Make arrays</p> <p>Fractions</p> <p>Recognise and find halves and quarters of shapes, objects and quantities</p> <p>Position and direction</p> <p>Describe turns and positions</p> <p>Left, right, forward, backward, above and below</p> <p>Ordinal numbers</p>	<p>Place value within 100</p> <p>Count from 50 to 100</p> <p>Multiples of 10</p> <p>Groups of tens and ones</p> <p>Number line to 100</p> <p>Compare any two numbers</p> <p>Money</p> <p>Recognising coins and notes</p> <p>Count in coins</p> <p>Time</p> <p>Before and after</p> <p>Days of the week, months of the year</p> <p>Hours, minutes and seconds</p> <p>Tell time to the hour and half hour</p>
RE CST	<p>Creation and Covenant</p> <p>Looking at how the Creation story from Genesis 1 tells us that everything comes from God and he is our Father.</p> <p>Beginning to look at Laudato Si - how we should work together with all communities to take care of the world.</p>	<p>Prophecy and Promise</p> <p>Recognising the Christmas nativity story which shows God's love by sending Jesus his Son.</p> <p>Making links with the Angel's words at the Annunciation with the Hail Mary Prayer</p> <p>CST: Preferential Option for the Poor</p>	<p>Galilee to Jerusalem</p> <p>Looking at bible stories where people recognise Jesus as special focusing on the story of Zacchaeus.</p> <p>The celebration of Candlemass and how Jesus is a light for all people to follow</p> <p>CST: Solidarity and Peace</p>	<p>Desert to Garden</p> <p>Recognising and sequencing the events of Holy Week</p> <p>Lent is a time for prayer, fasting and helping others as Jesus taught us to do</p> <p>CST: Community and Participation</p> <p>Other Faith: Islam (Mid</p>	<p>To the Ends of the Earth</p> <p>Looking at the stories of the Road to Emmaus, the Ascension and Pentecost, seeing how people change through belief in the Holy Spirit.</p> <p>Exploring the Holy Spirit through art and how different people around the world celebrate Pentecost</p>	<p>Dialogue and Encounter</p> <p>The cross as a symbol of Christianity and learning about our own parish church and community</p> <p>Looking at aspects of modern Jewish life in Britain and the Jewish belief in one God. How the Torah is a special text which is a guide to Jewish life.</p> <p>CST: Dignity</p>



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	<p>CST: Care for Creation</p> <p>Other Faith: Hinduism (End of October - Diwali)</p> <p>Stories of Krishna and Ganesh, Raksha Bandan</p>	<p>Other Faith: Judaism (End of December - Hanukkah)</p> <p>Stories of Moses and Abraham as leaders of the Jewish people</p>		<p>March - Eid al-Fitr)</p> <p>Stories about Muhammed and how he is important to Muslim people</p>	<p>CST: Dignity of Workers</p>	
Science	<p>The Park Explorers</p> <p>Identifying parts of a plant</p> <p>Exploring different plants including flowering and evergreen</p> <p>Investigating how plants grow and where fruit comes from</p>	<p>My Body and My Senses</p> <p>Exploring the different things our bodies can do</p> <p>Identifying different senses: How we see, What sound is, What things taste like, What we can feel</p>	<p>Everyday materials</p> <p>Identifying different materials through description: hard/soft, rough/smooth</p> <p>Investigating different materials and their purposes</p>	<p>Animal Groups</p> <p>Identifying different animal groups</p> <p>Exploring if all birds can fly and how fish breath underwater</p> <p>Suggesting what makes animals different</p>	<p>Animal Diets</p> <p>Exploring where food comes from</p> <p>Identifying which animals eat plants, meat or both</p>	<p>Seasonal Changes</p> <p>Identifying the different seasons</p> <p>Exploring what happens in each season along with similarities and differences</p>
History			<p>How am I making History?</p> <p>Looking at personal chronology and finding out about the past within living memory</p> <p>Investigating chronology through examining photographs and asking questions</p> <p>Beginning to look at a simple timeline extending back to before they were born</p>	<p>How have toys changed?</p> <p>Sequencing toys into a physical timeline</p> <p>investigating artefacts from the past and beginning to pose questions.</p> <p>Focus on Teddy Bears - How have they changed and what would toys be like in the future</p>		<p>How have explorers changed the world?</p> <p>Finding out about events and people beyond living memory with a focus on explorers</p> <p>Creating a timeline and investigate which parts of the world they explored</p>
Geography	<p>The World</p> <p>The children develop their understanding of the world including the continents and oceans exploring the diversity of life in some of the</p>	<p>My School</p> <p>This unit focuses on map work, developing children's understanding of aerial perspective. They will then use simple</p>			<p>The United Kingdom</p> <p>The children will begin to name and locate the countries of the United Kingdom exploring features</p>	



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	different parts of the world	fieldwork to study the geography of their school using a compass to describe directions and create their own map.			including weather and landscapes	
Computing	<p>Computer systems and networks: Technology around us</p> <p>To recognise technology and how it helps in our daily lives. Becoming familiar with different components of a computer and developing keyboard and mouse skills.</p>	<p>Programming: Moving a robot</p> <p>To begin to programme using individual commands for floor robots and predicting program outcomes.</p>	<p>Creating media: Digital writing</p> <p>understanding of the various aspects of using a computer to create and manipulate text</p>	<p>Creating media: Digital painting</p> <p>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</p>	<p>Data and Information: Grouping data</p> <p>Exploring object labels, then using them to sort and group objects by properties.</p>	<p>Programming: Programming animations</p> <p>Designing and programming the movement of a character on screen to tell stories.</p>
Art	<p>Drawing: making your mark</p> <p>The children will use different line types and mark making techniques in drawing; enhancing their ability to describe lines, control drawing materials like pencils and chalk, and experiment with various media.</p>	<p>Painting and mixed media: colour splash</p> <p>The children will learn about primary and secondary colours, colour mixing techniques, and apply these skills in painting and printing.</p>			<p>Sculpture & 3D: paper play</p> <p>The children will be introduced to paper-based 3D art forms, focusing on techniques such as rolling paper tubes, shaping paper strips and constructing imaginative sculptures.</p>	
D&T			<p>Mechanisms: Wheels and axles</p> <p>Learning about the key parts of a wheeled vehicles, the children develop understanding of how wheels, axles and axle holders work while designing</p>	<p>Textile: Puppets</p> <p>The children will explore methods of joining fabric before designing and making a character-based hand-puppet using a preferred</p>		<p>Cooking and Nutrition: Smoothies</p> <p>Preparing foods by cutting and juicing, selecting fruits and vegetables to create a smoothie to meet a design brief</p>



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			and making a moving vehicle	joining technique		
RHE	<p>Created and loved by God</p> <p>Religious Understanding - Let the children come</p> <p>Me, My Body, My Health</p> <p>Emotional Wellbeing</p> <p>Life Cycles</p>	<p>Created to love others</p> <p>Religious Understanding - The Prodigal Son</p> <p>Personal Relationships</p> <p>Life Online</p> <p>Keeping Safe (to include road safety)</p>	<p>Created to live in community</p> <p>Religious Understanding - The Good Samaritan</p> <p>Living in the Wider World</p>			
Music		<p>Nativity Performance</p> <p>Listening with concentration and understanding to a range of live and recorded music</p> <p>Using voices expressively by singing songs and speaking chants and rhymes</p>	<p>Keeping the pulse</p> <p>Exploring keeping the pulse together through music and movement, by exploring their favourite things.</p>	<p>Tempo</p> <p>Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</p>		<p>Sound Patterns</p> <p>Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale</p>
PE	<p>Gymnastics</p> <p>Travelling</p> <p>Dance</p>	<p>Games</p> <p>Bouncing and catching</p> <p>Travelling with a ball</p> <p>Dance</p>	<p>Gymnastics</p> <p>Taking weight on different parts</p>	<p>Games</p> <p>Sending and receiving</p>	<p>Gymnastics</p> <p>Transferring weight from one body part to another</p>	<p>Games</p> <p>Developing hand eye coordination</p> <p>Sports day practice</p>