

Year 1 Curriculum Overview 2024-2025



Year 1	Autumn -	Spring -	Summer -
English	Read, Write, Inc	Read, Write, Inc	Read, Write, Inc Lancashire Unit (Summer 2)
Maths (WRM)	<ul style="list-style-type: none"> Place Value (within 10) Addition & Subtraction (within 10) Geometry 	<ul style="list-style-type: none"> Place Value (within 20) Addition & Subtraction (within 20) Place Value (within 50) Length & Height Mass & Volume 	<ul style="list-style-type: none"> Multiplication & Division Fractions Position & Direction Place Value (within 100) Money Time
RE	<ul style="list-style-type: none"> 1.1 How can we help those who do not have a good harvest? (3 hrs 2+1) 1.2 What are your favourite things that God created? (4+2) (Non-Christian faith – Judaism) (2) 1.3 Why do we give and receive gifts? (5) 	<ul style="list-style-type: none"> 1.4 What made Jesus special? (6) 1.5 What do you think is the most important part of the Easter story? (5) 	<ul style="list-style-type: none"> 1.7 Why is baptism special? (7 hrs 4+3) (Non-Christian faith) (3) 1.8 – Why is Joseph a Bible hero? (5)
Geog	<p><u>What is the United Kingdom?</u></p> <p><i>-What are the four countries of the United Kingdom and their capital cities?</i></p> <p><i>-How are the countries the same and different?</i></p> <p><i>-What seas surround us?</i></p> <p><i>-What are the features of the capital cities?</i></p> <p><i>-Why is London so important? (tourism)</i></p>		<p><u>What is meant by hot and cold places in the world?</u></p> <p><i>-What is a continent and where are the seven continents of the world?</i></p> <p><i>-What is an ocean and where are the five oceans of the world?</i></p> <p><i>-Where are the hot and cold places in the world?</i></p> <p><i>- What is it like to live in a hot place? (equator, weather, animals, plants, people)</i></p> <p><i>-What is it like to live in a cold place? (North Pole, South Pole, weather, animals, plants, people)</i></p>

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<p>History</p>	<p><u>What sorts of castles do we have in the UK today?</u></p> <ul style="list-style-type: none"> -What is the purpose of castles? -When were castles built? -Who lived in and around castles in the past? -What do different castles look like today? -Where is the nearest castle to me? 		<p><u>Why was the Great Fire of London a significant event?</u></p> <ul style="list-style-type: none"> -Why were so many people living in London? -When did the fire happen and how do we know about them? -Why did the fire spread so quickly and for how long did it burn? -How has the way we deal with fires changed over the years? -What was the impact of the fire on London?
<p>Sci</p>	<p>Animals including humans - <u>How are animals classified?</u></p> <ul style="list-style-type: none"> -Know what we mean by omnivore, carnivore and herbivore -Know about and identify fish, reptiles, mammals, amphibians and birds -Recognise some of the birds in the locality <p><u>What are our seen body parts called and what do we mean by the five senses?</u></p> <ul style="list-style-type: none"> -Know the names of the seen parts of the human body -Know the names of the five senses <p>Seasonal changes - <u>How do the seasons change?</u></p> <ul style="list-style-type: none"> -Name the seasons and know the months associated with each -Know about the type of weather in each season -Observe and know about the changes in seasons 	<p>Materials - <u>What are the materials that are around us called?</u></p> <ul style="list-style-type: none"> -Know the name of the materials that make up the school -Know why some materials have been used for certain tasks -Work out which materials are suitable for certain things -Design a suitable bed for a favourite toy <p>Seasonal changes - <u>How do the seasons change?</u></p> <ul style="list-style-type: none"> -Name the seasons and know the months associated with each -Know about the type of weather in each season -Observe and know about the changes in seasons 	<p>Plants - <u>What are the names of the different parts of plants?</u></p> <ul style="list-style-type: none"> -Know the name of the main parts of plants, including roots, stem, leaf and petal -Know the role that each part of a plant plays in keeping a plant healthy -Name a number of wild and garden flowers , deciduous and evergreen trees -Name the main parts of a tree -Plant a seed or bulb and watch it grow <p>Seasonal changes - <u>How do the seasons change?</u></p> <ul style="list-style-type: none"> -Name the seasons and know the months associated with each -Know about the type of weather in each season -Observe and know about the changes in seasons

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<p>Art</p>	<p>Autumn 1 Art- Drawing Animals/ To investigate the possibilities of a range of different mark makers and use different surfaces. To make their own tools for mark making using different found materials. To look closely at natural objects, talk about different aspects and make a controlled drawing. To represent texture.</p>	<p>Spring 1 Art - Art-Printing Castles/ To explore direct printmaking with a variety of objects.o make, and print with, negative stencils. To use colour, light to dark tones. To make a clay slab relief block for printmaking. To use a collograph block to make rubbings and for printing onto a range of surfaces.</p>	<p>Summer 1 Painting The Great Fire of London/ To explore the use of thick and thin paint. To develop painting techniques. To develop painting techniques using different brush strokes. To use visual elements of line, shape and colour. To make responses to the work of artist Jasper Johs.</p>
<p>DT</p>	<p>How can we make different enclosures to classify the animals in the zoo? -find out about different animal enclosures -test different structures -design and initial idea which is free standing -assemble, join and combine materials to make a free standing structure -evaluate the final product against the brief</p>	<p>How can we make an Easter Card with a moving part? -investigate card designs with moving parts -design and initial idea which focuses on a slider -gather resources and make a product that incorporates a slider -evaluate the final product against the brief and consider how they might make changes</p>	<p>Which products make the tastiest smoothie? -find out about different smoothie recipes -research and taste different produce -design an initial idea which focuses on selecting ingredients -gather resources and make the product -evaluate the final product against the brief</p>
<p>Music (Bolton Music Service)</p>			
<p>IT (Purple Mash)</p>	<ul style="list-style-type: none"> ● Unit 1.1 Online Safety ● Unit 1.2 Grouping and Sorting ● Unit 1.3 Pictograms ● Unit 1.8 Spreadsheets 	<ul style="list-style-type: none"> ● Unit 1.7 Coding ● Unit 1.6 Animated stories 	<ul style="list-style-type: none"> ● Unit 1.5 Maze Explorers ● Unit 1.9 Tech Outside school ● 1.4 Lego Builders
<p>PSHEC Jigsaw</p>	<p><u>Being Me in My World</u> Feeling special and safe</p>	<p><u>Celebrating Differences</u> Similarities and differences</p>	<p><u>Relationships</u> Belonging to a family</p>

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	<p>Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p> <p><u>Dreams and Goals</u> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>	<p>Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p> <p><u>Healthy Me</u> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p>Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p> <p><u>Changing Me</u> Life cycles – animal 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</p>
<p>PE</p>	<ul style="list-style-type: none"> ● FMS (Moving) ● Movement to Music 	<ul style="list-style-type: none"> ● FMS (Playing) ● FMS (Competing) ● Swimming 	<ul style="list-style-type: none"> ● Introduction to Games ● Sports Day Events