








## Year 1 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <b>MATHS</b>  	<b>Place value (within 10)</b> Sort objects, count objects from a larger group, represent objects, one more/one less, less than/greater than/equal to	<b>Addition and subtraction</b> Part whole models, fact families, number bonds, number sentences, addition and subtraction <b>Geometry</b> Recognise and name 2-D and 3-D shapes	<b>Place value (within 20)</b> Count within 20, one more/one less, use a number line to 20 <b>Addition and subtraction (within 20)</b> Add by counting on, near doubles, subtract ones using number bonds, finding the difference	<b>Place value (within 50)</b> Count from 20 to 50, count by making groups of tens, partition into tens and ones, one more, one less <b>Length and height</b> Compare length and heights, measure in cm <b>Mass and volume</b> Compare mass, compare volume, compare capacity	<b>Multiplication and division</b> Count in 2s, 5s and 10s, make doubles, make arrays <b>Fractions</b> Recognise half and a quarter of shapes and amounts <b>Position and direction</b> Describe turns, position and ordinal numbers	<b>Place value (within 100)</b> Count from 50 to 100, partition into tens and ones, use a number line to 100 <b>Measurement (money)</b> Recognise coins and notes, count coins <b>Measurement (time)</b> Tell the time to hour & half hour, days of the week, months of the year, hours/minutes/seconds
	<b>Texts:</b> Wow! Said the Owl; Seasons Come, Seasons Go; Pumpkin Soup  <b>Book talk:</b> Share stories together then talk about story elements such as characters, setting, and key events, while also making predictions, asking questions, and giving opinions. <b>Writing opportunities:</b> Retell stories orally using resources such as puppets and images. Use labels, captions, speech bubbles and thought bubbles to record words and phrases. Accessing objects and images to inspire writing.	<b>Texts:</b> Little Red Riding Hood; Red and the City; Letters from the North Pole  <b>Narrative:</b> Explore Little Red Riding Hood. Orally retell a story using sequencing language, compose sentences then write the story. <b>Description:</b> Create a wanted poster for the wolf, orally rehearse sentences with adjectives to describe the wolf, before writing them. <b>Letter:</b> Write, publish and send a letter to Father Christmas. Focus on use of capital letters and writing questions.	<b>Texts:</b> Paddington; The Great Fire of London  <b>Description:</b> Explore the character Paddington Bear, label pictures and write sentences to form character and setting descriptions. <b>Instructions:</b> Read and follow instructions to create Paddington's marmalade sandwich. Then design their favourite sandwich, before writing a set of instructions. <b>Recount:</b> Write a news report, then create their own live news broadcast from the scene of the Great Fire of London.	<b>Texts:</b> That's My Flower; The World's Most Pointless Animals  <b>Information text:</b> Read, research and then write an information text about a chosen animal, children will then create their own Crazy Creature Fact File. <b>Narrative:</b> Plan and write a story in the style of 'That's My Flower'. Focus on sequencing sentences and using 'and' to join sentences. <b>Poetry:</b> Write and read animal riddles, using clues and descriptive vocabulary to puzzle and engage the reader.	<b>Texts:</b> Look Up!; Mae among the Stars; Meet the Weather  <b>Poetry:</b> Read and write acrostic poems about the weather, using imaginative vocabulary to explore ideas creatively. <b>Narrative:</b> Sequence sentences to form a short story in first person about a dream of their own, ensuring all sentences are demarcated accurately. <b>Information text:</b> Create a fact file about an astronaut, focusing on capital letters being used accurately and using 'and' to join sentences.	<b>Texts:</b> Lost and Found; The Search for the Giant Arctic Jellyfish;  <b>Narrative:</b> Plan and write an adventure narrative inspired by Lost and Found, then read back written work to make sure it makes sense. <b>Recount:</b> Write a descriptive recount, using simple vocabulary to describe what could be seen, heard and felt. <b>Instructions:</b> Write clear instructions for making a smoothie, using simple steps and bossy verbs to guide the reader.
	<b>Games 1-</b> throwing and catching focus. <b>Dance 1</b> - Starry Skies stimulus	<b>Games 2</b> - attacking and defending focus. <b>Gymnastics 1</b> – The Jungle theme	<b>Games 3</b> – running and jumping focus. <b>Circuits</b> – circuit training	<b>Games 4</b> – introduction to invasion games <b>Yoga</b> - yoga poses and mindfulness	<b>Athletic Activities 1</b> – multiskills focus. <b>Dance</b> – The Seasons (weather) stimulus.	<b>Sports Day Prep</b> —practicing sports day events <b>Games</b> – bat and ball focus










## Year 1 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Me and My School</b> Class rules School Council Making choices Compromise Skills of a representative Own skills in relation to School Council Class meetings	<b>Me and My relationships</b> Valuing themselves Family – different types Friendship skills Good and bad friendships	<b>Me and My Safety</b> Medicines Identifying risks and ways to stop accidents happening People who help us	<b>Happy and Healthy Me</b> <b>My body</b> Parts of the body Changing needs Influences on health and wellbeing Likes and dislikes Consequences of choices	<b>Me and Other People</b> My identity Belonging to groups Bullying	<b>Me in the World</b> Likes and dislikes Right and wrong Needs of animals Fair and unfair Human needs
	<b>Caring</b> Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions	<b>Belonging</b> Find out about ceremonies in which special moments in the life cycle are marked	<b>Celebrations</b> Explore the preparations for and find out about the celebration of festivals	<b>Families</b> Listen to and ask questions about stories of individuals and their relationship with God	<b>Answers</b> Engage with stories and extracts from religious literature and talk about their meanings	<b>Worship</b> Find out about how and when people worship and ask questions about why this is important to believers
	<b>Weather patterns &amp; seasonal change throughout the year</b> <b>Animals, including humans</b> This unit focuses on asking simple questions, identifying and classifying common animals, and gathering data. It includes identifying animals like fish, amphibians, reptiles, birds, and mammals, categorising them as carnivores, herbivores, or omnivores, and comparing their structures.	<b>Plants</b> This unit focuses on identifying and naming common wild and garden plants, including deciduous and evergreen trees. It covers the basic structure of flowering plants and trees. Emphasis is on asking questions, observing closely, classifying, and gathering data to suggest answers to questions.	<b>Everyday materials</b> This unit focuses on distinguishing objects from the materials they are made of, identifying common materials like wood, plastic, and metal, and describing their physical properties. It involves comparing and grouping materials, performing simple tests, and using observations to answer questions.	<b>Working scientifically</b> Children can ask simple questions, use simple equipment to make measurements, observe closely, perform simple tests, can compare, sort and group, record simple data in different ways, can talk about their findings.	<b>Seasonal changes</b> This unit explores observing changes across the seasons including weather patterns and variations in day length. It emphasises asking questions, using simple equipment for observations, identifying and classifying, gathering data, and using observations to answer questions.	<b>Working scientifically focus</b> Children can ask simple questions, use simple equipment to make measurements, observe closely, perform simple tests, can compare, sort and group, record simple data in different ways, can talk about their findings.



## Year 1 Curriculum Overview

	Autumn		Spring		Summer	
	<b>Textiles—making an animal puppet</b> 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.		<b>Mechanisms/Mechanical systems—Making a story book</b> Clearly label drawings to show which parts of their design will move and in which direction, make a picture that meets the design criteria, with parts that move purposefully as planned.		<b>Cooking and nutrition - Smoothie making</b> 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.	
	<b>Memory Box—changes within living memory</b> Children will: explore toys from the past, look at how they have changed over time, converse with older generations to compare daily life then and now and discuss changes within ourselves.		<b>London's Burning</b> Children will research The Great Fire of London using pictures and artefacts. This will help us gather the information needed to put the events into chronological order. How has London changed? What is the same? What is different?		<b>Amazing Astronauts</b> Neil Armstrong/ Helen Sharman Children learn about the lives of significant individuals in the past who have contributed to national and international achievements.	
	<b>Close to Home</b> We will explore our local environment. Developing our map skills, symbol identification and observing the changes within our local environment.		<b>UK and Us</b> Children will be locating Wombourne and Wolverhampton on a map. We will also be able to name and locate the four countries in the UK and their capital cities. We will then compare some of these places and discuss similarities and differences.		<b>Polar Explorers</b> We will learn about the North and South Poles, explore hot and cold areas of the world in relation to the Equator, understand the difference between weather and climate, and discover how maps help us learn about different places around the world.	
	Art and design: Create a flower garden (link to science – digital, draw, paint, sculpt)		Art and Design: linked to Great Fire of London – own unit to include print and collage)		Art and Design: Moon and Space (drawing and mixed media – draw/print)	
	Christmas Performance Sing with a sense of shape and melody.		Ocarina – Twinkle Twinkle London's Burning		Charanga Unit- In The Groove Copy a simple rhythm by clapping or using percussion.	
	Greetings, animal names , colour and size.		Numbers to 10 and weather.		Recapping and consolidating learning from across the year.	
	<b>Technology around us</b> Developing keyboard skills, using a technology sensibly	<b>Creating media—digital painting</b> - using shapes and lines, comparing computer art and painting	<b>Programming—moving a robot—four directions, mapping a route</b>	<b>Grouping data</b> Describing an object, making groups, comparing groups	<b>Digital writing</b> Using a keyboard, changing text, explaining choices	<b>Programming animations</b> Joining blocks, adding a sprite, making changes