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| **Curriculum Overview 2024-2025** | | | | | | | | |
| **Year 1** | **Ourselves** | **Fire, flashes and festivals** | | **Let’s play** | **Once Upon a Time** | **Animals and Homes** | | **How does your garden grow?** |
| Literacy | Select and use appropriate registers for effective communication.  Naming the letters of the alphabet in order.  Sit correctly at a table, holding a pencil comfortably and correctly.  Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways).  Participate in discussion about what is read to them, taking turns and listening to what others say.  Listening to and discussing non-fiction at a level beyond that at which they can read independently.  Composing a sentence orally before writing it.  Discuss the significance of the title and events- becoming familiar with key stories. | Participate in discussions, presentations, performances.  Composing a sentence orally before writing it.  Read their writing aloud clearly enough to be heard by their peers and the teacher.  Punctuate sentences using a capital letter and a full stop,  Listening to and discussing a wide range of poems. | | Being encouraged to link what they read or hear to their own experiences.  Use the grammatical terminology in English Appendix 2.  Listening to and discussing a wide range of poems,  Become familiar with stories, retelling them and considering their particular characteristics.    Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.  Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. | Becoming very familiar with key stories, fairy stories and traditional tales.  Retelling them and considering their particular characteristics .  Using a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’.    Identify and begin to use contractions.  Begin to use prefixes and suffixes. | Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Becoming very familiar with key poems.  Composing a sentence orally before writing it.  Sequencing sentences to form short narratives.    Articulate and justify answers, arguments and opinions.  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. | | Discussing word meanings, linking new meanings to those already known.  Re-reading what they have written to check that it makes sense.  Repetition and consolidation of previous skills taught  using –ing, –ed, –er and –est where no change is needed in the spelling of root words |
| Maths | **Place Value (Within 10)** Initial number assessment  Sequence events in chronological order using language  Read and write numerals 1- 20  Represent and use number bonds and related subtraction facts within 10.  Given a number, identify one more and one less  -objects  - diennes  identify and represent numbers using objects and pictorial representations including the number line.  use the language of: equal to, more than, less than (fewer), most, least  Solve one-step problems that involve addition and subtraction using objects and pictorial representations and missing number problems. | **Addition and Subtraction within 10**  Add one-digit and one digit using objects or numerals  represent and use number bonds and related subtraction facts within 10  Recognise and name common 2-D shapes  Recognise and name common 3-D shapes cuboids (including cubes), pyramids and spheres]. | | **Place Value (within 20)**  **Addition and Subtraction (within 20)**  Pupils begin to recognise the place value of numbers beyond 20 (etc.)  Solve one-step problems that involve addition and subtraction,.  Addition and subtraction  Number facts  Reason mathematically. Solve problems by applying mathematics  Understand the place value of a 2digit no.  Represent and use number bonds and related subtraction facts within 20. | **Place Value (within 50)**  **Length and Height**  **Mass and Volume**  Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens  mass/weight [for example, heavy/light, heavier than, lighter than]  capacity and volume  choose and use appropriate standard units to estimate and measure length/height,  time (hours, minutes , seconds) time (for example, quicker, slower, earlier, later) | **Multiplication and Division Fractions**  **Position and Direction**  Begin to understand multiplication, division and doubling through grouping and sharing small quantities.  describe position, directions and movements, including whole, half, quarter and three-quarter turns.  solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.  Recognise, find and name a half as one of two equal parts of an object, shape or quantity | | **Place Value (within 100) Money Time**  Solve one-step problems that involve addition and subtraction, multiplication and division, X and /  recognise and know the value of different denominations of coins and notes  solve one-step problems involving multiplication and division,  Addition and Subtraction- mentally calculating. count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number  Tell the time to the hour, half-past and quare ter-to/from the hour  Revision of key concepts |
| Science | **Animals including humans**  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | **Seasonal Changes**  Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day length varies. | | **Materials**  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. | **Animals Including Humans**  **I**dentify 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 | **Animals Including Humans**  Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | | **Plants**  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 |
| History | **What has changed in our country since King Charles was born?**  Understand they were babies in the past  Start to understand we can show time on a timeline  Introduce the idea of a monarchy  Know the monarchy changed in their lifetime (Coronation of King Charles)  Compare household objects now with 1940/50s (when King Charles was baby) |  | | **Were toys from 100 Years ago more fun?**  Identify differences between modern day toys and toys from living memory – 1940/50s (link back to King Charles’ childhood).  How has technology changed toys?  *How* do we know about old toys?  Know there is evidence for toys in the Ancient Past eg Anglo Saxons (who would have founded Abingdon approx. 900AD)  *Compare how* we know about ancient toys with sources from recent past? |  |  | | **What is special about Abingdon’s past?**  The History of Abingdon: know there was an Abbey in Abingdon  Investigate life as a monk in Abingdon Abbey  Abingdon bun throwing tradition  MG car manufacture in Abingdon |
| Geography |  | **Weather seasonal change**  Recognise the earth as a globe and locate the UK. Identify features of UK weather and daily weather.  Children locate hot and cold areas/climates of the world in relation to the equator and poles  Children look at the seasonal weather patterns of The UK. Make simple predictions about the weather.  Children to understand that humans can affect the world and to think of some everyday actions to reduce waste and save energy at school | |  | **Where are we?**  Studying and mapping our local area. Locating Abingdon, England, Europe  Name the seven continents of the world and locate the UK on a world map. Locate Abingdon,)  Identify the countries and capital cities of the UK.  Understand different settlement types (Abingdon as a town)  Explore amenities in our town. (e.g- what would a tourist do here?) Describe where they live.  Know my own address  Identify outside litter bins on site (fieldwork) | **Investigating a contrasting**  **locality to our own, outside**  **of Europe**  Locate the continent of Africa on a world map. Be aware that it has lots of countries. Focus on Nigeria  Investigate weather in Nigeria and link to its position on the globe. (Explore crop growth)  Understand different settlement types (Nigerian town)  Explore amenities in the town. (e.g- what would a tourist do there?) Describe where they live. | |  |
| Music | • Music appreciation  • Begin to identify pitch, rhythm and tempo | • Marking the beat of songs with actions  • Synchronising with a partner  • Making up new words to a song | | • Performing familiar songs/rhymes at different tempi  • Practicing how to maintain a steady beat  • Introducing rests into our singing and playing  • Expressing music through movement and dance | • Exploring different instrumental sounds and how they can be played  • Learning to play untuned instruments carefully, following instructions of gestures, symbol cards and word cues  • Counting and playing instruments to a steady pulse. | Learning and taking part in new singing games  Singing with a sense of shape of the melody  Walking to a steady pulse in a well-formed circle | | • Following musical instructions  • Choosing partners and dancing together within a musical frame  • Internalising parts of a song and clapping accurate rhythms |
| Art | **All About Me**  Respond to a variety of bright, fun portraits, e.g., Paul Klee  Paint expressive self-portraits in same fun abstract style (or pastel)  Listen to contrasting music and draw/paint to show how you feel  Create playdough figure of themself having fun and display in a giant playground model | **Shape and Colour**  Describe shape, colour & print with autumn leaves  Print fireworks by cutting fringes on card tubes  Object, sponge & potato printing of ‘colour kebabs’ – link to seasons  Artwork in style of ‘Castle and The Sun’ (Klee), celebrating shape and colour  Potato-print polar bears & penguins; make wrapping paper designs | | **Playful Making (Moving Toys)**  Explore pop-ups in books  Make simple card pop-ups  Fold paper to make concertina springs to stick clown or other character on  *Make a moving toy such as a simple jack-in-the-box, pull-along toy or cone puppet*  *(DT Links)* | **Animals in Early Art**  Explore early cave paintings of animals - describe and recreate in chalks & paints on brown paper  Appraise prints of Aboriginal animals – look at features, shapes, colours & sizes  Use cotton buds to create own aboriginal dot style animals on dark papers  Print dot designs onto pebbles | **Tails!**  Explore images of different tails and match to animals  Describe an animal’s tail to a partner using Art vocabulary  Draw different types of tails  Work with wool, rope, string etc to twist & plait; fabrics to stick & join; socks to stuff etc to make a tail to wear  Photograph / video tail parade! | | **Art in Nature**  Learn about the sculptor Andy Goldsworthy; talk about materials he uses & what chn like about his sculptures; draw  In groups, collect natural materials outside and arrange into ‘art gardens’ like Goldsworthy  Photograph & record response to artwork |
| DT | **Mechanisms- Make greetings cards with moving parts**  Start to suggest ideas and explain what they are going to do.  Begin to make their design using appropriate techniques.  Explore using tools e.g. scissors and a hole punch safely.  When looking at existing products explain what they like and dislike about products and why. | | **Problem Solving**  Build 3 little pig houses using range of materials  (straw/ lego bricks/ twigs/ card)  Begin to draw on their own experience to help generate ideas and research  conducted on criteria.  Begin to understand the development of existing products: what they are for, how they work, materials used.  Make templates and mock ups of their ideas in card and paper or using ICT.  Begin to build structures, exploring how they can be made stronger, stiffer and more stable.  With help measure, mark out, cut and shape a range of materials.  Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria). | | **Structures**  To build a castle/ home suitable for a specific character  Understand how to identify a target group for what they intend to design and make based on a design criteria.  With help measure, mark out, cut and shape a range of materials.  Begin to use simple finishing techniques to improve the  appearance of their product.  Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make. | | **Food and Nutrition**  To Make a Healthy Snack  Begin to understand that all food comes from plants or animals.  Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.  Start to understand how to name and sort foods into the five groups in ‘The Eat well plate’.  Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.  Know how to prepare simple dishes safely and hygienically, without using a heat source.  Know how to use techniques such as cutting, peeling and grating. | |
| ICT | **Technology Around Us**  **& E Safety: Using a computer or device**  Recognising technology in school and how it can be used responsibly. | **Moving a robot**  Writing short algorithms and programs for beebots and predicting program outcomes. | | **Digital Literacy**  **& E Safety: Using a search engine.**  Develop Digital Literacy through increased use of technology, developing typing and mouse skills, using an online search engine safely, and creating and formatting text. | | **Digital Painting**  Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally. | | **Coding – Scratch Jr**  **Introduction & fundamentals**  Designing and programming the movement of a character on screen to tell stories |
| RE | **Why are some places so important? (important places)**  Do you have a special place that means a lot to you?  How do you feel when you are in your special place?  Which buildings in the local area are important? What makes them important?  What buildings are important in some religions? Why? What happens there?  What are the main features of these places of worship?  What do people gain from being together in a shared important place? | **Christmas**  **(Angels, shepherds, Joseph and Mary)**  Christmas story – the angels, shepherds, Joseph and Mary.  What did the angel/s do in the story? Why were they important?  What did the shepherds do?  Who were Mary and Joseph? Who visited Mary? Why?  Preparing for Y1 Nativity | | **How important are the groups people belong to? (Belonging)**  What groups do I belong to and how do they make me feel?  What does belonging to a group mean to the group members? Why is belonging to the group important to them? What do they gain from this?  What does belonging to a religion mean to religious people? Why is belonging to the religion important to them? What do they gain from this belonging?  How do people show that they belong to a religion?  How do the groups we belong to make a difference to who we are? | **Easter**  **(New things)**  What signs of growth can you see around you? Why is this happening now? How do religions think about growth?  Why do you think some religions think about new things at this time of the year?  What symbols do some religions use to symbolise new things? | **What makes some people so important?**  **(Important people)**  Who is most important to me and why?  Who are the really important people in the religions and what makes them so important?  Who are the important people in the different religious communities and what do they do? (religious leaders)  How can others influence us?  How do important people influence the way we behave? | | **What does it mean to be me?**  **(Who I am)**  I wonder, what makes me, me?  Who am I important to?  What do religions say about what people are like and what they should be like?  What do you think the perfect person would be like? Is it possible to be perfect? |
| PE | **Multi-Skills**  Balance equipment on their head with some control.  Balance on equipment with some control.  Change position and direction of their body quickly and with some control.  Move with equipment (dribbling)with some control.  Throw, kick and catch with control.  Change direction and position of their body when running.  **Yoga**  Perform basic Yoga poses with some balance  Begin to relax the body in rest pose  Perform Sun Pose (beginning of sun salutation)  To try some of the challenge poses e.g. snake pose  Make up a story with some Yoga poses | **Gymnastics**  Show some control  and balance when  travelling at  different speeds.  Begin to show balance  and co-ordination when  changing direction.  Use co-ordination with  and without equipment.  Perform balances making their body tense, stretched and curled.  Take body weight on hands for short periods of time.  Demonstrate poses and movements that challenge their flexibility  Remember, repeat and link simple actions together.  **Winter Dance**  Listen to music and begin to move in time to it.  Perform different actions and movement and move with control  Begin to dance with a partner  Begin to use dance movements using space- e.g. levels, direction and travelling.  Begin to change the speed of the actions.  Use a story to create a dance with a start and finish. | | **Ball Skills**  Move a ball using different parts of the foot.  Throw and roll towards a target with some varying techniques.  Kick towards a stationary target.  Strike a stationary ball using a racquet.  Begin to use simple tactics with guidance.  **Indoor Athletics**  Throwing using a sitting chest push- small ball  Jumping bending knees and pushing off – being competitive to improve distance  Speed bounce/jump over a throw down strip, cone, spot  Leaping developing co-ordination  Skipping – stepping though the hoop- two feet or one at a time  Vertical jump – co-ordination of banana splat tap- jumping at various heights  Co-operate and compete on own and in a team in various running games | **Ball Games**  Drop and catch a ball after one bounce on the move.  Catch a beanbag and a medium-sized ball.  Attempt to track balls and other equipment sent to them.  Run, stop and change direction with some balance and control.  Recognise space in relation to others.  **Fairy-Tale Dance**  Listen to the music and begin to move in time to it.  Perform different actions and movement and move with control.  Begin to dance with a partner Begin to use dance movements using space e.g levels, direction and travelling.  Begin to change the speed of the actions I choose.  Use a story to create a dance with a start and finish. | **Athletics**  Attempt to run at different speeds showing an awareness of technique.  Begin to link running and jumping movements with some control.  Jump, leap and hop and choosing which allows them to jump the furthest.  Throw towards a target.  Show hopping and jumping movements with some balance and control.  Change technique to throw for distance.  Encourage others to keep trying.  **Mini Muay-Thai**  Right and left stance, introduce guard beginning to keep hands up - to protect yourself Jab - develop co-ordination of jabbing hand at the front Upper cut (left and right)- dipping body down and standing up Knee strike- developing control and balance when bringing knee up Kicking - developing bringing arm down as you kick Shin check -begin to develop balance to get into shin check defensive position Develop co-ordination using different combinations of techniques and begin to compete against self | | **Tennis**  Throwing and catching a small, ball improving control- bounce catch to self/ partner  Balance a ball on racket Hand eye co-ordination- tap ups (using a racket), watching the ball, knees bent.  Racket familiarisation- moving ball with racket in forehand/backhand position  Introduce modified games - eg hand tennis Small-sided adapted games. Begin to develop tactics in the adapted games  **Outdoor Adventure Activities**  Begin to work with a partner to meet a challenge Use communication to guide your partner through a course when blindfolded Begin to travel in different directions under instruction, to locate treasure with a partner Identify ways of travelling to include hopping, jumping and leaping, whilst using co-ordinates to make maps Work as part of a team to match animals to their matching cards Continue to develop team skills while attempting to complete a task |
| PSHCE | **Being Me in My World**  “Who am I and how do I fit?” | **Celebrating Difference**  Respect for similarity and difference. Anti-bullying and being unique. | | **Dreams and Goals**  Aspirations, how to achieve goals and understanding the emotions that go with this | **Healthy Me**  Being and keeping safe and healthy | **Relationships**  Building positive, healthy relationships | | **Changing Me**  Coping positively with change |
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