



# Year 1: Curriculum Long Term Overview 2024-2025

	Autumn 1 Out and About	Autumn 2 Toy Time Travellers	Spring 1 Wonderful Weather	Spring 2 Man on the Moon	Summer 1 Let's Explore the UK!	Summer 2 Seaside Holidays!
<b>Wider Curriculum Opportunities</b>	We have key extra enrichment opportunities planned in, however we also provide other events as they arise during the year e.g. author visit or a theatre group, as well as opportunities for parents to join in with workshops and spend time with their children in school.					
	Multicultural Week Local Area Walk			Southchurch Library Visit Year 1 Spring Show (a performance to parents) Southchurch Park Visit Scientist Assembly	Gemma's Farm	Beach Visit
<b>Outdoor Learning Experiences</b>	<b>50 Things</b> Make a bird feeder Create a mud monster Gardening	<b>Fire: Wild Passport</b> Fire Safety Cook items on a stick over the fire (smores) <b>50 Things:</b> Light a candle Make raft for a toy and sail it	<b>Shelter: Wild Passport</b> Build a mini shelter Gardening <b>50 Things:</b> Build a bug house	<b>Woodcraft: Wild Passport</b> Safely use a saw <b>50 Things:</b> Make a windmill	<b>Rope: Wild Passport</b> Tie an overhand knot Walk on a rope bridge <b>50 Things:</b> Make a daisy chain	<b>50 Things</b> Walk on a rope bridge Go on a scavenger hunt Gardening <b>50 Things:</b> Wild Art
<b>British Values</b>	Rule of Law + Individual Liberty + Mutual Respect and Tolerance		Individual Liberty + Rule of Law + Democracy			
<b>Our World Values</b>	We are all different!		Is it fair? Having a voice		Planet Protectors	
<b>Year 1 Focus</b>	Sense of Identify Similarities and differences between people in local setting and also in wider contexts What contributes to self-identity and belonging		Respect for people and human rights The need to respect the rights of others What fairness means, examples of what it can mean to be rich or poor		Plastic pollution and endangered animals Positive and negative impact of people's actions on others and the environment.	
<b>Literacy</b>  (For Skills and Knowledge – Revisit and Teach see Whole School LTP and Year Grp MTP)	<b>Focus Texts:</b> The Bog Baby by Jeanne Willis Here Comes Mr Postmouse by Marianne Duboc <b>Traditional Tale:</b> The Gingerbread Man	<b>Focus Texts:</b> The Lost Property Office by Emily Brand Where's My Teddy by Jez Alborough Lost in the Toy Museum by David Lucas	<b>Focus Texts:</b> The Something by Rebecca Cobb The Extraordinary Gardner By Sam Boughton <b>Traditional Tale:</b> Jack and the Beanstalk	<b>Focus Texts:</b> Whatever Next! By Jill Murphy The Way Back Home by Oliver Jeffers Something Different by Jill Lewis & Ali Pye	<b>Focus Texts:</b> The Queen's Hat by Steve Antony <b>Aesop Fable:</b> The Town Mouse and the Country Mouse	<b>Focus Texts:</b> Grandma Bird Benji Davies Look What I Found at the Seaside by Moira Butterfield
	<b>Extended Writing:</b> Character/setting description Found Poster Factual Sentences Retelling a 3/5 sentence story (based on a traditional story)	<b>Extended Writing:</b> Setting description Factual sentences Missing Poster A diary in the role of a character Simple repetitive poem	<b>Extended Writing:</b> A diary entry A setting description based on an imaginary world A character description based on an innovated character A simple 3 part story based on a traditional story	<b>Extended Writing:</b> Recount linked to a personal experience Senses poem Character description Simple explanation sentences A simple 3 part story based on a fantasy story	<b>Extended Writing:</b> Recount linked to a personal experience A simple story about a lost object A diary entry Factual sentences Poster: Simple Advert (London)	<b>Extended Writing:</b> A shape poem Simple non-chronological report. Instructions Explanation writing Character description Write a postcard.
<b>Oracy</b>	Speak clearly and confidently in a small group of known peers Sequence events using the language of time or number. Begin to use sentence stems with some prompting. Be able to independently take turns and ensure all members contribute.	Speak clearly and confidently in a small group of known peers Include because in their contribution to justify ideas. Use sentence stems independently even if not always appropriately. Be able to independently take turns and ensure all members contribute.	Use non-verbal signals to indicate agreement or disagreement. Retell a story to a small group, recognizing when events are out of sequence and self-correcting. Recognise when the wrong stem has been used and choose a more appropriate one. Use a more formal tone with adults	Speak clearly and confidently when explaining displayed learning to an adult. Act out stories and improvisations from familiar situations. Use vocabulary specific to the topic. Use a more formal tone with adults	Speak clearly when presenting learning to the class. Recognise when they haven't understood something and ask a question to help with this. Take opportunities to try new vocabulary, even if not always used correctly. Begin to understand when they have not been understood	Speak clearly and confidently using a script. To disagree with someone else's opinion politely. To use conjunctions to organise and sequence ideas e.g. first, secondly, finally Begin to understand when they have not been understood
<b>Reading Comprehension</b>	<b>develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> <b>understand both the books they can already read accurately and fluently and those they listen to by:</b> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns</li> </ul>					
<b>Maths</b>	<b>Number and Place Value:</b> Numbers to 10	<b>Geometry- Position and Direction:</b> Positions	<b>Calculation:</b> Addition and Subtraction to 20	<b>Number and Place Value:</b> Numbers to 40	<b>Calculation:</b> Division	<b>Measurement:</b> Money

	<b>Calculation:</b> Addition and Subtraction to 10	<b>Number and Place Value:</b> Numbers to 20 <b>Calculation:</b> Addition and Subtraction to 20	<b>Measurement:</b> Shapes and Patterns <b>Measurement:</b> Length and Height  Revision and Mid-Year assessment papers	<b>Calculation:</b> Addition and Subtraction <b>Calculation:</b> Multiplication	<b>Fractions:</b> Fractions <b>Number and Place Value:</b> Numbers to 100 <b>Measurement:</b> Time	<b>Measurement:</b> Volume and Capacity <b>Measurement:</b> Mass <b>Geometry- Position and Direction:</b> Space  Revision and End of Year assessment papers
<b>Mastery in Number</b>	<ul style="list-style-type: none"> <li>subitise within 5, including when using a rekenrek, and re-cap the composition of 5</li> <li>develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure</li> <li>compare numbers within 10 and use precise mathematical language when doing so</li> <li>re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number</li> <li>explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s)</li> <li>explore the structure of the odd numbers as being composed of 2s and 1 more</li> <li>explore the composition of each of the numbers 6, 8, and 10</li> <li>explore number tracks and number lines and identify the differences between them</li> </ul>		<ul style="list-style-type: none"> <li>explore the composition of each of the numbers 7 and 9</li> <li>explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part</li> <li>identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number</li> <li>explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes</li> <li>explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure</li> </ul>		<ul style="list-style-type: none"> <li>explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20</li> <li>connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15</li> <li>compare numbers within 20</li> <li>understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction)</li> <li>practise retrieving previously taught facts and reason about these</li> </ul>	
<b>Science</b>	<b>Animals Including Humans: Body Parts and Senses</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <b>Plants</b> Identify and describe the basic structure of a variety of common flowering plants, including trees.	<b>Everyday Materials</b> 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.	<b>Animals Including Humans:</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	<b>Everyday Materials</b> 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.	<b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	<b>Animals Including Humans:</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
	<b>Seasonal changes: Autumn - Winter</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.  <b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.		<b>Seasonal changes: Winter - Spring</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.  <b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.		<b>Seasonal changes: Spring - Summer</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.  <b>Plants</b> 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.	
<b>Computing</b>	<b>Systems and Networks</b> Technology all around us  <b>E-Safety:</b> Self-image and Identity	<b>Creating Media</b> Digital Printing  <b>E-Safety:</b> Online Relationships	<b>Programming</b> Moving a Robot  <b>E-Safety:</b> Online Reputation	<b>Data and Information</b> Grouping Data  <b>E-Safety:</b> Privacy and Security	<b>Creating Media</b> Digital Writing  <b>E-Safety:</b> Copyright and Ownership	<b>Programming</b> Programming Animations  <b>E-Safety:</b> Online Bullying
<b>Geography</b>	<b>Local Area and My School</b> Human and Physical Geography Skills and Fieldwork.		<b>Weather Patterns</b> Human and Physical features Seasonal and daily weather patterns in the UK		<b>London and Capital Cities of the UK</b> Locational Knowledge Human and Physical Knowledge Skills and Fieldwork: Exploring maps of London and cities in the UK.	
<b>History</b>		<b>Changes within Living Memory</b> Toys Through time Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		<b>Significant Event/People:</b> The Moon Landing Neil Armstrong Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.		<b>Local History</b> How has our Seaside town changed? Seaside Holidays in the past. Significant historical events, people and places in their own locality.
<b>Whole School Days/Events</b>	<b>Black History Month/Day:</b> Friday 11 <sup>th</sup> October	<b>Guy Fawkes: Tuesday 5<sup>th</sup> November Remembrance Day:</b>		<b>Women's History Month/Day:</b> Friday 28 <sup>th</sup> March		<b>Health Week: Sporting Hero's</b>

	Mary Seacole	Monday 11 <sup>th</sup> November		Malala Yousafzai		
<b>Art and Design</b>		Drawing: Colour, Texture, line and shape (Teddy Bears)		Colour Mixing: blending and tone (painting) Artist Study: <b>Sian Proctor</b> Space Art		College: Texture, Mixed media and layering Artist Study: <b>Derek Gores</b>
	Observational Drawing Focus: Pumpkins  Expressive Art Focus: Paint	Observational Drawing Focus: Historical Artefacts  Expressive Art Focus: Christmas	Observational Drawing Focus: Bobble Hats and Gloves  Expressive Art Focus: Collage	Observational Drawing Focus: Daffodils  Expressive Art Focus: Patterns	Observational Drawing Focus: African Artefacts  Expressive Art Focus: Animals	Observational Drawing Focus: Fruit / Veg  Expressive Art Focus: Celebrating end of year
<b>Whole School Days/Events</b>					We Are Artists Day World Ocean Day Monday 9 <sup>th</sup> June	
<b>Design and Technology</b>	Cooking and Nutrition Design, Make and Evaluate fruit Kebabs Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.		Using textiles: Sewing Use a wide range of materials and components, including textiles according to their characteristics.		Technical Knowledge: Moving Mechanisms Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	
<b>Music</b>	Charanga Unit: Hey You! Style: Old School Hip-Hop How pulse, rhythm and pitch work together,	Charanga Unit: Rhythm in the way we walk and the Banana Rap Style: Reggae Pulse, rhythm and pitch, rapping, dancing and singing.	Charanga Unit: In the Groove Style: Blues, Baroque, Latin, Bhangra, Folk, Funk How to be in the groove with different styles of music.	Charanga Unit: Round and Round Style: Bossa Nova Pulse, rhythm and pitch in different styles of music.	Charanga Unit: Your Imagination Style: Pop Using your imagination.	Charanga Unit: Reflect, Rewind and Replay Style: Classical The history of music, look back and consolidate learning, learn some of the language of music.
	Genre Focus: 60's Music	Genre Focus: Blues Music	Genre Focus: Jazz Music	Genre Focus: Rock 'n' Roll	Genre Focus: Indie Music	Genre Focus: Dance/Disco
<b>PSHE</b>	<u>Relationships:</u>  Families: Roles of different people; families; feeling cared for  Safe relationships: Recognising privacy; staying safe; seeking permission	<u>Relationships:</u>  Respecting ourselves and others How behaviour affects others; being polite and respectful	<u>Living in the Wider World:</u>  Belonging to a community What rules are; caring for others' needs; looking after the environment	<u>Living in the Wider World:</u>  Media Literacy and digital resilience Using the internet and digital devices; communicating online Money and Work: Strengths and interests; jobs in the community	<u>Health and Well-Being</u>  Growing and Changing Recognising what makes them unique and special; feelings; managing when things go wrong	<u>Health and Well-Being</u>  Physical Health and Mental Wellbeing: Keeping healthy; food and exercise, hygiene routines; sun safety Keeping safe: How rules and age restrictions help us; keeping safe online
	<b>RE</b>	Living 1:7 What does it mean to belong to a faith community? BELONGING	Part 1 Expressing 1:6 How and why do we celebrate special and sacred times? Christians and Muslims GIFTS AND CHRISTMAS	Part 1 Believing 1:4 What can we learn from sacred books? Christians SACRED BOOKS	Expressing 1:5 What makes some places sacred? Christians, Muslims and Jewish People SPECIAL PLACES	Part 1 Believing 1:2 Who is a Muslim person and what do they believe? RELIGIOUS LEADERS
<b>PE</b>	Locomotion: Running and Jumping	Ball Skills: Hands 1 and Feet 1 Throwing, catching, dribbling and passing	Team Building Problem solving and working together effectively	Rackets, bats and balls To keep a ball controlled using a racket and hitting (pushing) a ball accurately	Games for understanding Simple principles of attack vs defence	Health and Wellbeing and Athletics Agility, balance and Co-ordination, understanding.  Run for speed and over obstacles
	Gymnastics Wide, Narrow, Curled	Dance Toy box	Gymnastics Body Parts	Genre Dance Rock and Roll	Gymnastics Developing a Gymnast	Dance Sea life Adventure