

Year 1 Curriculum Overview Autumn Term 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8		Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week15
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills.								Assessment Week	On-going application of mental, communication, problem solving and reasoning skills.				On-going application of mental, communication, problem solving and reasoning skills.		Assessment Week
	Place Value (within 10) <ul style="list-style-type: none">To sort objectsTo count objectsTo count objects from a larger groupTo represent objectsTo recognise numbers as wordsTo count on from any numberTo know 1 more / less than a numberTo count backwards within 10To group by matchingTo know fewer, more and sameTo know less than, greater than and equal toTo compare numbersTo order objects and numbersTo look at the number line.									Addition and Subtraction (within 10) <ul style="list-style-type: none">To introduce parts and wholesTo know part-whole modelTo write a number sentenceTo know fact families – addition factsTo know number bonds within 10To understand systemic number bonds to 10To know addition is adding numbers togetherTo add number problemsTo find a partSubtraction – to find a part.To look at fact families – the eight factsTo know that subtraction is take away / cross out / how many left?To understand subtraction on a number lineTo add or subtract 1 or 2.				Shape <ul style="list-style-type: none">To recognise and name 2D and 3D shapesTo sort 2D and 3D shapesTo look at 2D and 3D shape patterns		
ENGLISH	Introduction and Assessment <ul style="list-style-type: none">To write a recount using the past tenseTo begin to explore the features of a sentence and form simple sentences.								HALF TERM	The Black Hat- Maia Walczack <ul style="list-style-type: none">To make predictions about a textTo describe a character using adjectivesTo be able to use similes to describe the forestTo write a non-fiction fact fileTo write instructionTo write a diaryTo retell a storyTo write an alternative endingTo write a book review.						
	Traditional tales <ul style="list-style-type: none">The Enormous Crocodile.The Gingerbread ManHansel and GretelTo discuss the sequence of events and recounted them using time connectives.To be able to understand a sentence structure using capital letters, finger spaces and full stops.To describe a character and setting.Descriptive writing of characters and settings.									Possible writing outcomes <ul style="list-style-type: none">Information text and instructional textsNarrative writingDiary writingRecount of a story.						
Poetry <ul style="list-style-type: none">To read and write poetry based on fruit using the sensesDictionary workTo be able to use a dictionary and understand alphabetical order.								Oracy <ul style="list-style-type: none">Feelings Freeze Frame & Hot-SeatingCreative Vocabulary SharingRetelling the storySoundscape & Descriptive Talk								
Possible writing outcomes <ul style="list-style-type: none">Narrative writingRecount of a storyPoetry writing																
Oracy <ul style="list-style-type: none">- Talk Partners- Echo games and rhymes- Retelling story.																

Year 1 Curriculum Overview Autumn Term 2025

SCIENCE	<div><div><u>Humans</u><ul style="list-style-type: none">To identify, name, draw and label the basic parts of the human bodyTo say which part of the body is associated with each sense</div><div>Star scientist – Linda Buck.</div></div>									<div><div><u>Seasonal Changes</u><ul style="list-style-type: none">To observe changes across the four seasonsTo observe and describe weather associated with the seasons and how day length varies</div><div>Star scientist – Helen Willetts and Michael Fish</div></div>		<div><div><u>Materials</u><ul style="list-style-type: none">To distinguish between an object and the material from which it is madeTo identify and name a variety of everyday materials , including wood, plastic, glass, metal, water and rockTo describe the simple physical properties of a variety of everyday materialsTo compare and group together a variety of everyday materials on the basis of their simple physical properties.</div><div>Star scientist – Ole Kirk Christiansen.</div></div>					
	HISTORY									<div><div><u>Childhood Then and Now</u><ul style="list-style-type: none">To be able to identify and describe similarities and differences between my own childhood and a grandparent’s childhood.To be able to describe similarities and differences between my home and different types of homes and explore and discuss how interiors have changed over time.To be able to identify and describe similarities and differences between the toys we play with now and toys played with in different eras and the toys they liked to play with. Children will look at different crazes that have hooked children’s interest. They will find out about recent crazes as well as historical ones. They will be encouraged to discuss their experiences of different crazes.To be able to identify and describe similarities and differences between clothes today and changing fashions for children’s clothes from Victorian times to the modern day. Children will be encouraged to think about how practical the clothes worn would be for different activities. They will identify similarities and differences between the clothes.To be able to identify and describe similarities and differences between our own experience of school and what schools were like in different eras. They will compare how they have changed and think about how they are the same while looking at historical photographs.To be able explore how leisure activities have changed over time. What does the class like to do for fun, while they find out which activities were popular in the past.</div></div>							
		GEOGRAPHY	<div><div><u>What is it like here?</u><ul style="list-style-type: none">Locate the school on an aerial mapTo describe the places that we go often and rarely, and what we see on the way to schoolTo understand what is near to school, far away from school and to gain a sense of placeCreate a simple mapTo investigate our playground and design ways to improve it.</div></div>														
ART	<div><div><u>Portraits</u><ul style="list-style-type: none">To introduce self- portraits (difference between styles and regular portraits – other people)To appreciate different styles of portraits, including abstractTo understand colour mixing and shades – challenge (can you make skin colour paint?)To use colour mixing skills to colour self-portrait accuratelyTo complete a portrait of a friend using colour, texture and shape – wet on wet, watercolour, brusho, play with texture and mediumUse a variety of tools and techniques including the use of different brush sizes and types when paintingTalk about and show their own ideas in their artworkExperiment with and select the correct tools and materials appropriate to the technique and topic</div></div>																

Year 1 Curriculum Overview Autumn Term 2025

	<ul style="list-style-type: none">To use other materials e.g clay, mixed media to create portraitsSay what they broadly think of their artwork and the artwork of others. <p>Artists: Picasso, David Bailey (Photographer)</p>														
DT									<p>Moving pictures.</p> <ul style="list-style-type: none">To identify simple levers and sliders in moving books/products and explain how they workTo make drawings of simple products to show how they workTo use appropriate vocabulary to describe mechanisms (spin, pull, flick, etc)To try out their ideas using construction methods to make simple levers, spinsTo assemble strips of card to make simple sliders and lever mechanismsTo use tools safelyTo develop their design ideas through talking and modellingTo choose and use a given technique to make a simple slider or lever mechanism and incorporate it into a moving picture<u>Extension:</u> Create flick books using layered of paper and drawings that move little by little, early cinematography/ Use moving picture program on IpadTo evaluate strengths and weaknesses of their product and what they like/improve in others work. <p>Extension Activity: https://www.youtube.com/watch?v=NL7N62WjBTA&t=34s</p> <p>Extension History: https://www.youtube.com/watch?v=Bmuo45NR6qE</p>						
COMPUTING	<p>COMPUTING STRAND: Digital Literacy Unit 1.1 Online Safety & Exploring – Program; Avatar Creator, Paint Projects, Writing Templates, 2Count (Pictograms),</p> <ul style="list-style-type: none">To login safelyTo start to introduce to the children the idea of ‘ownership’ of their creative workTo know how to find saved work in the Online Work area and find teacher commentsTo know how to search Purple Mash to find resourcesTo know how to find saved work in the Online Work area and find teacher commentsTo know how to search Purple Mash to find resourcesTo start to add pictures and text to workTo explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, NewTo explore the Games section on Purple MashTo understand the importance of logging out when they have finished.				<p>COMPUTING STRAND: Information Technology Unit 1.2 Grouping & Sorting – Program; 2Quiz</p> <ul style="list-style-type: none">To sort items using a range of criteriaTo sort items on the computer using the ‘Grouping’ activities in Purple Mash.				<p>COMPUTING STRAND: Information Technology Unit 1.3 Pictograms – Program; 2Count, 2Connect</p> <ul style="list-style-type: none">To understand that data can be represented in picture formatTo contribute to a class pictogramTo use a pictogram to record the results of an experiment			<p>COMPUTING STRAND: Computer Science Unit 1.4 Lego Builders – Program; 2Quiz, Paint Projects, Writing Templates</p> <ul style="list-style-type: none">To emphasise the importance of following instructionsTo follow and create simple instructions on the computerTo consider how the order of instructions affects the result			
PE	<p>Fundamentals:</p> <ul style="list-style-type: none">To explore balance, stability and landing safely.To explore how the body moves differently when running at different speeds.To explore changing direction and dodging.To explore jumping, hopping and skipping actions.To explore co-ordination and combination jumps.To explore combination jumping and skipping in an individual rope.								<p>Gymnastics:</p> <ul style="list-style-type: none">To explore travelling movements.To develop and combine travelling movements.To develop quality when performing and linking shapes.To develop quality when linking shapes.To develop stability and control when performing balances.To develop stability and control when performing balances.To develop technique and control when performing shape jumps.To develop technique and control when performing shape jumps.To develop technique in the barrel, straight and forward roll.To develop rolls and use them in a sequence.To link gymnastic actions to create a sequence.To develop quality in gymnastics sequences.						

Year 1 Curriculum Overview Autumn Term 2025

MUSIC	<p>Unit: Keeping the Pulse</p> <p>Theme: My favourite things</p> <ul style="list-style-type: none">To clap the rhythm of their name in time to the pulse.To sway or tap in time to the pulse.To sing a rhythm in time with the pulse.To copy rhythms based on word patterns using an instrument.To keep the pulse while playing a rhythm on an instrument.To follow instructions during a performance.	<p>Unit: Tempo</p> <p>Theme: Snail and Mouse</p> <ul style="list-style-type: none">To demonstrate slow and fast with their bodies and voices.To demonstrate slow and fast beats while saying a rhyme.To perform a song using a singing voice.To observe others and move, speak, sing and play appropriately.To sing in time from memory, with some accuracy.To keep a steady pulse.To Move, speak, sing and play demonstrating slow and fast beats.
SRE/ PSHE	<p><u>First ½ term – settling in to KS1</u></p> <ul style="list-style-type: none">To establish more independent routines and learn how to move on from the EYFS to Key Stage 1To identify and use words to name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. To communicate these feelings to others and recognise how others show feelings or how they are feelingTo develop simple strategies for managing feelings. E.g. Children can ask for help if they are worried about somethingTo listen to other people and play and work cooperatively. Children develop simple strategies to resolve conflict between friends. <p><u>Cross-Curricular with Science – Human Body and Senses</u></p> <ul style="list-style-type: none">To explain ways of keeping clean and understand some areas that they can look after themselves in. E.g. dressing themselvesTo understand the need for keeping their teeth cleanTo understand the need for rest and sleep. <p><u>Cross-Curricular with English – The Dark</u></p> <ul style="list-style-type: none">To know who, how and when to ask for help with their feelingsTo find ways of feeling positive if they find something scary. <p><u>British Values</u></p> <ul style="list-style-type: none">Democracy assembly plus follow-up work <p><u>Mental Health</u></p> <ul style="list-style-type: none">To learn that everyone communicates differently and recognise how others show feelings or how they are feeling.To recognise what they are good at.To be aware of how similar/different they are to others and what they have in common.To be able to describe their unique qualities and strengths and those of others.To learn about what happens when things get lost or change. They should be able to express how they feel when they lose something or something changes <p><u>NSPCC – Speak Out, Stay Safe</u></p> <ul style="list-style-type: none">To recognise what is fair and unfair, kind, and unkind, right, and wrong.To learn the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises.To learn what ‘privacy’ means and the importance of respecting others’ privacy.To judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond. <p><u>Awareness Days/Weeks</u></p>	<p><u>Anti-Bullying Week</u></p> <ul style="list-style-type: none">To develop simple strategies for managing feelings. E.g. Children can ask for help if they are worried about somethingTo learn that there are different types of teasing and bullying and that these are wrong and unacceptableTo judge what kind of physical contact is acceptable/unacceptable, comfortable/uncomfortable, and how to respond. <p><u>School Trip To The Local Park / Road Safety Week</u></p> <ul style="list-style-type: none">To identify where in the locality they feel less safe and why. (e.g. canal, river, pond, railway, roads)To say where and when it is safe to cross the roadTo know to walk with a grown up and hold hands when walking near a road.To know to wear a car seat/seatbelt in a carTo identify what things might be harmful to them in the local environment. <p><u>Cross-Curricular with Geography – Deforestation</u></p> <ul style="list-style-type: none">To be aware of some basic things that people can do to improve or harm the local community and environment. <p><u>Awareness Days</u> Anti-Bullying Week – 10th – 14th November Christmas Appreciation Remembrance Day Road Safety Week</p>

Year 1 Curriculum Overview Autumn Term 2025

	Black History Month Jeans for Genes Week – 15 th – 21st September 10 th October – World Mental Health Day NSPCC – Speak Out, Stay Safe assemblies and follow-up work		
MENTAL HEALTH & WELLBEING	Module 1 Meet your Brain Children will learn: <ul style="list-style-type: none">- Where their brain is in their body and what it looks like.- That our brain helps us to control our body, manage our emotions and solve problems.- That our brain has 3 main parts, and it works best when they work together.- The 3 parts are called Team H-A-P: Hippocampus, Amygdala and Prefrontal Cortex.- That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep.- That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex.- That if they want to improve at something, they need to practice repeatedly, and our brain helps us get better each time. This is called Neuroplasticity.		Module 2 Celebrate Children will learn: <ul style="list-style-type: none">- What Character Strengths are and how they make us unique and special.- About the 5 Character Strengths and what they mean:<ul style="list-style-type: none">1. Love and Kindness2. Bravery and Honesty3. Exploring and Learning Teamwork and Friendship4. Love of Life and Our World- How the best way to learn more about your strengths is to notice them.- That our Character Strengths are like superpowers and, when we use them, it helps us to be our best and feel happy.- That it is nice to tell other people when they use their Character Strengths, as it makes them feel good.
FRENCH	Comptines et Chansons (Nursery Rhymes) <ul style="list-style-type: none">• To recognise, recall and remember up to 6 popular nursery rhymes in French with accurate pronunciation• To recognise, recall and remember how to say ‘hello’ and ‘goodbye’ in French• To learn to listen attentively to, understand and participate actively in short songs and nursery rhymes in French.		Dans Le Jungle (In The Jungle) <ul style="list-style-type: none">• To recognise, recall and remember up to 7 jungle animals in French• To recognise, recall and remember a short phrase for each jungle animal in French• To learn to listen attentively to, understand and participate actively in a French song about animals that may live in the jungle.
JS	Chagim: Rosh Hashanah <ul style="list-style-type: none">• To know the bracha to light RH candles• To know we say the shehechyanu bracha on Rosh Hashanah• To know we ask Hashem for a Shana Tova Umetuka• To begin to understand the relevance of prayer on Rosh Hashanah• To recognise some simanim of Rosh Hashanah• To make a Rosh Hashanah card for their families• To know the three basic shofar notes• TO know which animals can be used for shofarot. Chagim: Yom Kippur <ul style="list-style-type: none">• To know the simple story outline of Yonah knowing the basic names and places involved• To know we read the story of Yonah on Yom Kippur at mincha• To know simple do’s and don’ts for Yom Kippur. Chagim: Succot /Shemini Atzeret/Simchat Torah <ul style="list-style-type: none">• To know we turn the etrog upside down after the bracha• To know we say al netilat lulav when we shake the Arba Minim• To know we don’t shake the lulav on Shabbat• To be able to copy key basic brachot needed for Succot• To know a succah becomes our home for a week• To know we begin praying for rain on Shemini Atzeret• To know why rain is so important for us and we want it to come as a bracha• To know we finish reading the Torah on Simchat Torah and begin all over again.		Chagim: Chanukah <ul style="list-style-type: none">• To know we eat fried foods on Chanukah• To know we light the chanukiah by the window to publicise the miracle• To know we play with the sevivon on Chanukah and know the letters on it• To know people, give money or presents on Chanukah• To know the shamash is not in line/at the same height as the other lights• To know we say three brachot on night one and two on the other seven nights of Chanukah• To be able to recite the first bracha independently• To make a Chanukiah. Parasha <ul style="list-style-type: none">• Vayera-Showing we care about others• Chayei Sara- How we show kindness to people and animals.• Toldot -Recognising we are all good at something• Vayetze- showing gratitude• Vayishlach- Doing everything possible to make peace• Vayeshev – doing what is right• Miketz – caring about each other. Hebrew reading <ul style="list-style-type: none">• To learn and consolidate letters kaf to tav• To review the final letters• To learn and consolidate the chirik, kubutz, cholam, shuruk and shva vowels.

-

That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep.

-

-

That if they want to improve at something, they need to practice repeatedly, and our brain helps us get better each time. This is called Neuroplasticity.

Year 1 Curriculum Overview Autumn Term 2025

	<div><div>Hebrew reading</div><ul style="list-style-type: none">To learn and consolidate letters alef to yudTo learn and consolidate the kamatz, patach, tzayreh and segol vowels.<div>Parasha</div><ul style="list-style-type: none">Bereishit – creation, saying thank you for what we haveNoach – kindness.<div>Topic -Shabbat</div><ul style="list-style-type: none">To recognise Shabbat is a special day that we celebrate each weekTo know the basic order of events on ShabbatTo recognise some basic do’s and don’ts of ShabbatTo know what we need for our Shabbat table.</div>		<div><div>Topic- Shabbat</div><ul style="list-style-type: none">To know we make Kiddush before we eat on Friday night and Shabbat and how we carry this outTo learn the actions needed for the Havdalah brachotTo learn senses relating to actions for HavdalahTo know we wish each other Shavua tov after HavdalahTo know the items needed to make Havdalah.</div>
--	--	--	---