

Year 1 Curriculum Overview Spring Term 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13
MATHEMATICS	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Place Value</p> <ul style="list-style-type: none"> To understand place value within 20 – looking up counting within 20, 1 more / less and placing numbers to 20 on a number line To compare and order numbers to 20 To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number To count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least <p>Addition and Subtraction (within 10)</p> <ul style="list-style-type: none"> To represent and use number bonds and related subtraction facts within 20 To find doubles and near doubles. To subtract ones using number bonds To learn how to subtract by counting back and by finding the difference To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$. To understand a symbol being used for an unknown quantity To solve word problems involving addition and subtraction To add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on To count by making groups of 10 To partition into tens and ones To estimate on a number line. 					Assessment Week	HALF TERM	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Place Value</p> <ul style="list-style-type: none"> To count from 20-50 To count by making groups of tens To count groups of tens and ones To partition into tens and ones To know number properties, including odd and even To count in multiples of twos To represent and use number bonds and related subtraction facts within 20 To use number facts to 10 to solve problems including word problems To compare and measure lengths or heights using non-standard uniform units To add and subtract one-digit and two-digit numbers to 20, including zero To understand place value in 2-digit numbers To count on and back in 10s from any number up to 100. <p>Length and Height</p> <ul style="list-style-type: none"> To compare lengths and heights To measure length using objects To Measure length in centimetres <p>Mass and Volume</p> <ul style="list-style-type: none"> To understand the terms heavier and lighter To measure and compare mass To measure and compare capacity and volume. 					Assessment Week	

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ENGLISH	<p><u>The Robot and the Bluebird by David Lucas</u></p> <ul style="list-style-type: none"> To infer how a character feels and give opinions on why To introduce speech marks To understand poetry and use it to describe seasons based on our senses To create performance poetry To understand and use verbs To research non-fiction information on Bluebird. To identify Non-chronological report. To deepen their understanding of the characters and setting using adjective. To know the features of letter writing and be able to write a letter. To produce a story map To be able to retell a story To be able to act out a scene understanding a character’s feelings To write a book review. <p><u>Possible writing outcomes</u></p> <ul style="list-style-type: none"> Narrative writing Poetry and performance Non-Chronological report –information leaflet Recount of a story Book review. 					<p><u>Beegu by Alexis Deacon</u></p> <ul style="list-style-type: none"> To understand and write speech bubbles and speech marks To introduce the use of a thesaurus To deepen their understanding of the characters and setting using adjectives. To make predictions on a story. To embed the use of conjunctions into their writing To understand instructional texts using imperative verbs and time connectives. To use adjectives for descriptive writing To know the features of an information text and to be able to use these in their own non-fiction booklets based on the planets To write a book review. <p><u>Possible writing outcomes</u></p> <ul style="list-style-type: none"> Grammar - Dialogue and speech marks Descriptive writing Instructional texts Instructional non-fiction booklets. 					
SCIENCE	<p><u>Materials</u></p> <ul style="list-style-type: none"> To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials , including wood, plastic, glass, metal, water and rock To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Star scientist – Ole Kirk Christiansen.</p>		<p><u>Plants</u></p> <ul style="list-style-type: none"> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants 			<p><u>Plants</u></p> <ul style="list-style-type: none"> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants 					
HISTORY							<p><u>Who were the Greatest Explorers?</u></p> <ul style="list-style-type: none"> To learn about what explorers did in history and do now, and explain their achievements To learn about the life of Ibn Battuta and why his travels are important To learn about Captain Cook’s achievements, and why there are differing views about him deserving the title of a great explorer To understand why Roald Amundsen reached the South Pole before Captain Scott To know and understand Sunita Williams’ achievements as an explorer To consider who is the greatest explorer, and be able to explain the reasons. 				

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GEOGRAPHY	<p><u>Where in the world do these people live?</u></p> <ul style="list-style-type: none"> To describe the location and place that we live in as part of the UK To understand what the coast is like, and to see it through the eyes of someone who lives there To understand what living in a rainforest is like, and to compare it with our own lives To understand how and why different buildings are built to suit different places, using the example of Timbuktu To understand what a city is, and to locate world cities on a map To identify where Ashkenazi and Sephardi Jews come from. 											
ART	<p><u>Impressionism</u></p> <ul style="list-style-type: none"> To learn about a range of artists during 1900s Use a variety of tools, e.g. pencils, crayons, pastels, charcoal, chalk and other dry media Use a variety of tools and techniques including the use of different brush sizes and types Talk about and show their own ideas in their artwork Experiment with and select the correct tools and materials appropriate to the technique and topic Say what they broadly think of their artwork and the artwork of others Discuss how art changed through the era. <p><u>Artists</u> Lowry</p>											
DT							<p><u>Lighthouse Keepers Lunchbox</u></p> <ul style="list-style-type: none"> To explore and evaluate a range of existing products in the context of evaluating the basket used to transport the lighthouse keeper’s lunch To evaluate a product’s ability to do a job well To explore and evaluate a range of existing products in the context of evaluating existing lunch boxes. To investigate and evaluate existing products To select from and use a wide range of materials according to their characteristics in the context of exploring materials that could be used to make the lunch box To explore different materials and decide which will be useful for making my product To select from and use a wide range of tools and equipment to perform practical tasks in the context of selecting and using the correct tools and equipment to make a lunch box To select and use tools and equipment to make a product To evaluate their ideas and products against design criteria in the context of testing the lunch box and then evaluating it against the design criteria To test a product and then evaluate it To use evaluations to make improvements. Is my lunchbox environmentally friendly? <p><u>Designers:</u> Joseph Joseph, Elephant Box</p>					

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COMPUTING	<p>COMPUTING STRAND: Computer Science Unit 1.5 Maze Explorers - Program; 2Go</p> <ul style="list-style-type: none"> To understand the functionality of the basic direction keys in Challenges 1 and 2 To be able to use the direction keys to complete the challenges successfully To understand the functionality of the basic direction keys in Challenges 3 and 4 To understand how to create and debug a set of instructions (algorithm) To use the additional direction keys as part of their algorithm To understand how to change and extend the algorithm lis. To create a longer algorithm for an activity To provide an opportunity for the children to set challenges for each other To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try. 	COMPUTING	<p>COMPUTING STRAND: Digital Literacy Unit 1.9 Technology Outside School - Program; Writing Templates</p> <ul style="list-style-type: none"> To walk around the local community and find examples of where technology is used To record examples of technology outside school 	<p>COMPUTING STRAND: Information Technology Unit 1.6 Animated Story Books - Programs; 2Create A Story</p> <ul style="list-style-type: none"> To be introduced to e-books and to 2Create a Story To continue a previously saved story To add animation to a story To add sound to a story including voice recording and music the children have created To work on a more complex story including adding backgrounds and copying and pasting pages To use additional features to enhance their stories. To share their e-books on a class display board.
PE	<p><u>Invasion Skills</u></p> <ul style="list-style-type: none"> To change speed whilst running. To change direction. To dodge/catch others in the class. To understand who to pass to and why. To understand what being 'in possession' means. 	PE	<p><u>Sending and Receiving</u></p> <ul style="list-style-type: none"> To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. To develop throwing and catching skills over a short distance. To develop throwing and catching over a longer distance. To apply sending and receiving skills to small games. 	

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MUSIC	<p>Unit: Musical Vocabulary Theme: Under the Sea</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm • Understanding that different types of sounds are called timbres • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower) • Describing the character, mood, or 'story' of music they listen to, both verbally and through movement • Describing the differences between two pieces of music • Expressing a basic opinion about music (like/dislike). <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> • Listening to and repeating short, simple rhythmic patterns • Listening and responding to other performers by playing as part of a group. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character • Combining instrumental and vocal sounds within a given structure • Creating simple melodies using a few notes • Choosing dynamics, tempo and timbre for a piece of music • Creating a simple graphic score to represent a composition • Beginning to make improvements to their work as suggested by the teacher. <p>Performing</p> <ul style="list-style-type: none"> • Using their voices expressively to speak and chant • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time • Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments • Copying back short rhythmic and melodic phrases on percussion instruments • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance • Performing from graphic notation. 	<p>Unit: Timbre and Rhythmic Patterns Theme: Fairy tales</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> • Recognising and understanding the difference between pulse and rhythm • Understanding that different types of sounds are called timbres • Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower) • Describing the character, mood, or 'story' of music they listen to, both verbally and through movement • Describing the differences between two pieces of music • Expressing a basic opinion about music (like/dislike). <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> • Listening to and repeating short, simple rhythmic patterns • Listening and responding to other performers by playing as part of a group. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character • Combining instrumental and vocal sounds within a given structure • Creating simple melodies using a few notes • Choosing dynamics, tempo and timbre for a piece of music • Creating a simple graphic score to represent a composition • Beginning to make improvements to their work as suggested by the teacher. <p>Performing</p> <ul style="list-style-type: none"> • Using their voices expressively to speak and chant • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time • Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments • Copying back short rhythmic and melodic phrases on percussion instruments • Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance • Performing from graphic notation.
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SRE/ PSHE	<p><u>Internet Safety</u></p> <ul style="list-style-type: none"> To recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time To make good choices about age appropriate activities To suggest basic ways to keep safe online. E.g. Keeping passwords safe or recognising that they need to know who they are sharing knowledge with online. <p><u>Cross-curricular with English</u></p> <ul style="list-style-type: none"> To be able to identify and interpret feelings through facial expressions and identifying positive qualities To communicate feelings to others and identify how others show feelings. <p><u>Cross-curricular with Geography</u></p> <ul style="list-style-type: none"> To be aware of what people can do to improve/harm the local community and environment. <p><u>Children’s Mental Health Week – 3rd – 9th February 2025 – ‘Know Yourself, Grow Yourself’</u></p> <ul style="list-style-type: none"> To recognise what they are good at To develop simple strategies for managing feelings. E.g. Children can ask for help if they are worried about something. <p><u>Daily Issues</u></p> <ul style="list-style-type: none"> To know how to ask for help when worried (worry box) To listen to each other and work and play cooperatively To learn how to contribute to the life of the classroom To agree to and follow rules and understand how rules help them. (Ongoing and through circle time). 	RSHE	<ul style="list-style-type: none"> To understand how to keep themselves clean To identify similarities and differences between themselves and the opposite gender To know about growing and changing and that babies grow into children and then into adults To describe their family and understand why everyone’s family is special To identify which people look after them and who to go to if they are worried. <p><u>Cross-curricular with Science</u></p> <ul style="list-style-type: none"> To understand that people and living things have needs and that they have responsibilities to meet them. <p><u>Daily Issues</u></p> <ul style="list-style-type: none"> To know how to ask for help when worried (worry box) To listen to each other and work and play cooperatively To learn how to contribute to the life of the classroom To agree to and follow rules and understand how rules help them. (Ongoing and through circle time). <p><u>Neurodiversity Week</u></p> <ul style="list-style-type: none"> To learn that everyone has views and opinions. To know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. To know that people have things in common but everyone is unique. To identify and respect the similarities and differences between people. To learn that everyone communicates differently and recognise how others show feelings or how they are feeling. <p>British Values – Mutual Respect and Tolerance</p>
FRENCH	<p><u>Sous L’Ocean (Under the Sea)</u></p> <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. 	Dans Ma Ville (In my Town)	<ul style="list-style-type: none"> To recognise, recall, and remember up to 7 places in the town in French To try to spell some of these nouns with the correct indefinite article/determiner To attempt to build a sentence using the structure ‘il y a’ (there is) plus the noun and the correct indefinite article/determiner.

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15	<p>Hebrew Reading:</p> <ul style="list-style-type: none"> To prepare for our chagigat siddur To participate in our Chaggigat Hasiddur. <p>Parasha:</p> <ul style="list-style-type: none"> Parashat Vayechi – Following good examples Parashat Shemot – Having a Jewish name Parashat Vaera – Recognising Hashem in our everyday lives Parashat Bo - obeying instructions Parashat Beshalach - being brave Parashat Yitro - respecting and listening to our parents. <p>Jewish Way Of Life: Kashrut</p> <ul style="list-style-type: none"> To introduce the topic of Kashrut To know what makes animals kosher To know what makes birds kosher To be able to identify milk and meat foods To understand the concept of parev and be able to identify parev foods To know what makes fish kosher. <p>Chagim: Tu BiShvat</p> <ul style="list-style-type: none"> To understand the uses of trees and wood To know what the shivat haminim are To experience a Tu B’shvat seder, sampling 15 fruits. 	<p>Hebrew Reading:</p> <ul style="list-style-type: none"> To review all final letters. To know how to read words with a final chaf and a kamatz. To gain more confidence to break words in to syllables and read accurately To start being able to navigate a siddur. <p>Chagim: Purim</p> <ul style="list-style-type: none"> To know the Purim story To understand the four mitzvot of Purim To make Purim puppets To celebrate Purim at school. <p>Chagim: Pesach</p> <ul style="list-style-type: none"> To role play the story of Pesach To know the order of the seder To know what chametz is and know how we recognise it To know what happens in Kadesh, urchatz and karpas To know what the afikomen is and when we use it To learn the basic meaning of the four Ma Nishtana question To know what happens in tzafun, barech, hallel and nirtzah at the seder To complete a Pesach craft To experience and participate in a school seder.
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