



Curriculum Overview 2024-25

Year Group: Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English (see Writing progression grid and Reading mapping for more details).	Lost and Found by Oliver Jeffers Outcome Fiction: write an adventure story	Nibbles: The Book Monster by Emma Yarlett Outcome Recount: write a diary entry based on Nibbles' adventures	The Lion Inside by Rachel Bright Outcome Fiction: write a journey story	Toys in Space by Mini Grey Outcome Fiction: write a fantasy story changing the characters	Someone Swallowed Stanley by Sarah Roberts and Hannah Peck Outcome Non-fiction: write information about sea animals	Goldilocks and Just the One Bear by Leigh Hodgkinson Outcome Fiction: write a traditional story with a new character
Maths	See White Rose scheme overview: https://whiteroseeducation.com/resources?year=year-1-new&subject=maths Financial Literacy: This is a fun, engaging topic covered within the maths curriculum designed to get children thinking about money from a young age with the aim to encourage positive habits such as saving, develop life skills and improve confidence to support effective decision making around money. It develops what is already taught on money through maths and PSHE and gives children the opportunity to develop a broader, deeper understanding of money. It encourages children to think about where money comes from, how money makes us feel, what we use money for, how our money helps others and how we can look after our money. In Year One, the children read a storybook called 'Milo's Money' which includes pockets for the children to open and read. Each pocket has an activity linked to spending, saving, investing or sharing money.					
History		How have toys changed? This topic on toys will enable the children to identify similarities, differences and patterns of change in toys over time. Children will begin by matching toys to a known historical	Why was Lowry important? This topic on Lowry will enable the children to understand some ways that we find out about the past and identify similarities and differences	Why was the moon landing important? This topic on the moon landing will enable the children to recognise why people did things, why events happened and what happened as a		

		<p>framework of themselves, parents and grandparents to get a sense of continuity and change over time. They will use first hand sources, photographic evidence and research/interview parents about toys of the past.</p> <p>By the end of the unit children will be able to order toys chronologically, use historical terms to explain differences and know some reasons for the changes in the way toys are made and used.</p>	<p>between ways of life at different times. They will begin by learning who Lowry was, where he came from and what he did. They will place Lowry on a historical timeline (along with the previous pictures of themselves, parents and grandparents). They will use primary and secondary sources to make simple observations about how people lived in the past, the buildings that were important and the way the local area looked. (Visit to Lowry museum)</p> <p>Using google maps, the children will compare Lowry's streets to today's.</p> <p>By the end of the unit children will be able to explain that Lowry was important for being a local artist and</p>	<p>result. They will begin by placing the moon landing on a historical timeline (along with previous units) and briefly look at Neil Armstrong as the first man on the moon. They will identify the moon landing as part of the Space Race and the impact of technology within it. The children will use internet footage to sequence the events and explain the sense of achievement that the landing brought with it - including the televised broadcast of the first images of the moon around the world.</p> <p>By the end of the unit children will be able to explain the importance of the moon landing as a significant global event in that it was the beginning of space exploration</p>		
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			for the way he saw and represented the past. They will be able to explain differences and similarities from this to present day using historical terms.	and the use of space and technology in our everyday lives (i.e. satellites).		
Geography	<p>What can we find in Chorlton?</p> <p>Know the key features of our school (playground, dinner hall, etc).</p> <p>Be able to interpret and create a simple map of the school including simple compass directions (N, S E, W) and use it to locate key features in the building.</p> <p>Be able to use aerial photographs to recognise key features of our school.</p> <p>Be able to use a simple map and compare it to an aerial photograph.</p>				<p>Is everywhere in the UK like Chorlton?</p> <p>Be able to identify seasonal and daily weather patterns in the United Kingdom (comparing Chorlton with a contrasting area TBC).</p> <p>Through fieldwork, know how to collect, measure and compare rainfall in Chorlton and a contrasting area.</p> <p>Through fieldwork, children will be able to measure and compare temperatures.</p> <p>Through fieldwork, children will be able to compare different types of common weather.</p> <p>Through fieldwork, children will be able to identify the key geographical similarities and differences between Chorlton and a contrasting area TBC.</p> <p>Be able to use basic geographical vocabulary to refer to key physical features, including: forest, hill, lake, river, soil, valley, vegetation, season and weather.</p>	

	<p>Through fieldwork, children will be able to name streets, houses, shops, parks and other key features of Chorlton.</p> <p>Be able to use basic subject specific vocabulary relating to the human and physical geography of Chorlton (including our school) including town, house, office and shop.</p> <p>Be able to use locational and directional language (e.g. near and far or left and right) to describe the location of the school and key features in Chorlton.</p>				
Science	Animals including humans	Everyday materials	Plants <ul style="list-style-type: none"> • identify and name a variety of common wild 	Experiments linked to previous learning (e.g. the best	

	<ul style="list-style-type: none"> identify 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 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees 	waterproof material for a teddy).		
	<p>Seasonal Change:</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies 					
Computing (see progression document for further details).	Digital Literacy – Managing Online Information. Online Reputation.	Digital Literacy – Online Bullying.	Digital Literacy – Copyright and Ownership. Privacy and Security.	Digital Literacy – Health, Wellbeing and Lifestyle.	Digital Literacy – Online Relationships. Coding – Robot Maze Game.	Digital Literacy – Self image and Identity. Information Technology project - Presentations (storyboard)
Art	<p><u>What can we find in Chorlton?</u></p> <p>Looking at a range of portraits from different times and in different media. Looking at meaning in portraits (eg</p>	<p><u>How have toys changed?</u></p> <p>Seeing ourselves as artists. Creating a portrait of a toy. Victorian puppet theatres. Developing a range of basic skills:</p>	<p><u>Why was Lowry important?</u></p> <p>Looking at the work of LS Lowry, particularly the local seascapes</p>	<p><u>Why was the moon landing important?</u></p> <p>Look at artists' impressions of "space" as well as photos of planets and the solar system.</p>	<p><u>Is everywhere in the U.K. like chorlton?</u></p> <p>Looking at landscape artists' visions of jungles and rainforests. Looking at the landscape work of Henri Rousseau. Compare the tiger in "Surprise" to tigers in other works. Discuss the importance of drawing from life. Practise drawing tigers from photos.</p>	

	<p>Armada portrait of Elizabeth I or self portrait of Frida Kahlo).</p> <p>Painting a self portrait.</p> <p>Creating a portrait from loose materials (look at Archimboldo).</p>	<p>Cutting paper, folding paper, 3D paper collage, pencil control</p>	<p>Use of colour. Use of figure drawing to show emotion.</p> <p>Create a modern version of "At the seaside" using photograph and felt tip. Talk about how our work compares to the original.</p>	<p>Use a variety of paint techniques to create different planets to combine into one solar system picture. Wax resist and ink wash, bubble prints, home-made puffy paint.</p>	<p>Create mixed media 3D collage with tiger and forest.</p>	
Design and Technology	N/A	<p>Textiles</p> <p>What kind of finger puppet should I make?</p> <p>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</p> <p>Begin to understand the development of existing products: what they are for, how they work, materials used.</p> <p>Start to suggest ideas and explain what they are going to do.</p> <p>Understand how to identify a target group for what they intend to</p>	N/A	<p>Construction</p> <p>Can we make a pinwheel to brighten our playground?</p> <p>Model their ideas in card or paper</p> <p>Follow a design</p> <p>Measure and mark out a design</p> <p>Use tools such as scissors and a hole punch</p> <p>Use techniques such as cutting and folding to shape their materials</p>	N/A	<p>Food Technology</p> <p>What kind of sandwich should we have at our picnic?</p> <p>Begin to understand that all food comes from animals or plants.</p> <p>Begin to understand that food must be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Know that some foods on the eatwell plate are higher in fat, salt and sugar than others.</p>

		<p>design and make based on a design criteria.</p> <p>Begin to develop their ideas through talk and drawings.</p> <p>With help, measure, mark out, cut, and shape material.</p> <p>Explore using scissors.</p> <p>Begin to assemble, join and combine materials and components together using a temporary method (glue).</p> <p>Begin to use simple finishing techniques to improve the appearance of a product (e.g. eyes, body parts, hair).</p> <p>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</p> <p>When looking at existing products explain what they like</p>		<p>Be able to talk about the need for safety when using tools</p>		<p>Begin to understand that everyone should eat 5 portions of fruit or vegetables a day.</p> <p>Know the importance of washing their hands and cleaning surfaces when preparing food.</p> <p>Know how to prepare simple dishes hygienically, without a heat source.</p> <p>Know how to use food some preparation techniques (such as cutting and spreading).</p>
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		and dislike about products and why. Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make.				
Music and Drama	Colonel Hathi's march https://www.singup.org/music/sing-up-music-curriculum/year-1-colonel-hathis-march Musical focus: Beat, march, timbre, film music. About the unit This unit is based around the piece 'Colonel Hathi's march' from The Jungle Book. Pupils will explore moving and counting in time to march music, composing their own marching music, listening to	Magical musical aquarium https://www.singup.org/music/sing-up-music-curriculum/year-1-magical-musical-aquarium Musical focus: Timbre, pitch, structure, graphic symbols, classical music About the unit Experiencing music through practical and active learning helps children get inside the music – in this case, 'Aquarium' from The carnival of the animals by Camille Saint-Saëns. Work your way through a range of activities, including responding to music through	Sea interludes https://www.singup.org/music/sing-up-music-curriculum/year-1-sea-interludes Musical focus: Beat, active listening (singing game – musical signals – movement), 20th century classical music. About the unit In this unit, children will listen actively to music inspired by the sea. Warm up your pupils' ears and voices with a sailor singing game.	Musical conversations https://www.singup.org/music/sing-up-music-curriculum/year-1-musical-conversations Musical focus: Question-and-answer, timbre, graphic score About the unit Music is full of conversations between instruments (and/or voices). Ideas are often passed back and forth, copied, and developed. This unit describes how to create musical conversations with	Nautilus https://www.singup.org/music/sing-up-music-curriculum/year-1-nautilus Active listening (musical signals, internalising beat, draw to music, movement /actions), electronic music. About the unit Enter the zany world of Anna Meredith's Nautilus! This iconic, futuristic sounding piece is characterised by its heavy beat and rising pitch patterns. Through this music, pupils will develop their feeling and understanding of	Cat and mouse https://www.singup.org/music/sing-up-music-curriculum/year-1-cat-and-mouse Musical focus: Mood, tempo, dynamics, rhythm, timbre, dot notation. About the unit This unit uses a singing game as a starting point for improvising rhythms and then reading and writing them in simple notation. It also explores how we use a combination of musical

	<p>contrasting low and high instruments typically found in a marching band, as well as responding to music through movement.</p> <p>Lesson 1: Keep in time with 'Colonel Hathi's march' and listen to it played on brass instruments.</p> <p>Lesson 2: Explore instruments found in marching bands. Compose and play simple marching music.</p> <p>Lesson 3: Keep in time with a changing pulse, listen to a ballet march, and make up a dance in response to it.</p> <p>Key words</p>	<p>moving, exploring the sound of instruments, listening and singing, and of course composing your own musical aquarium.</p> <p>Lesson 1: Experiment with sounds to create aquarium-inspired music.</p> <p>Lesson 2: Listen actively to 'Aquarium' and refine aquarium-inspired compositions.</p> <p>Lesson 3: Learn a sea-themed song and combine it with aquarium-inspired compositions to create a ternary-shaped piece.</p> <p>Key words</p> <ul style="list-style-type: none"> ● Dynamics: soft, loud ● Tempo: fast, slow ● Structure: ternary form (ABA) 	<p>Sharpen their quick reactions with a seaside signal game, using classroom percussion. Then introduce them to the three contrasting themes in 'Dawn' from Benjamin Britten's Sea interludes, bringing the piece to life by creating a moving, musical picture.</p> <p>Lesson 1: Introduction to active listening using 'Dawn' from Benjamin Britten's Sea interludes.</p> <p>Lesson 2: Get to know the music better – identifying and moving to three contrasting themes.</p> <p>Lesson 3: Create and perform a movement piece to recorded music.</p> <p>Key words</p>	<p>your children. Pupils will invent and compose short pieces based around question-and-answer interactions/dialogue. They will also learn to take turns playing, lead and follow, read a 'score', and create their own simple graphic scores.</p> <p>Lesson 1: Improvise question-and-answer conversations using percussion instruments.</p> <p>Lesson 2: Create a piece of music called The phone call.</p> <p>Lesson 3: Create, interpret, and perform from graphic scores.</p> <p>Key words</p> <ul style="list-style-type: none"> ● Structure: question-and-answer 	<p>pitch, beat, and duration. They will listen actively to the piece, interpreting its gestures in dance. They will engage imaginatively with the piece by drawing to the music. Finally, they will compare their interpretations with contrasting animations and videos, discovering that music can be interpreted in a myriad of ways.</p> <p>Lesson 1: Explore Nautilus through movement and active listening.</p> <p>Lesson 2: Draw to music – engage imaginatively with the music.</p> <p>Lesson 3: Compare interpretations of the piece.</p> <p>Key words</p> <p>Pitch: the highness or lowness of a note.</p>	<p>elements – rhythm, tempo, timbre, and dynamics – to create an emotional response that helps us tell a story.</p> <p>Lesson 1: Play a singing game, experiencing how music creates a mood.</p> <p>Lesson 2: Focus on rhythm – copying, inventing and reading notation.</p> <p>Lesson 3: Create rhythm compositions and attempt to record them on paper and play them on instruments.</p> <p>Key words</p> <ul style="list-style-type: none"> ● Duration: rhythm, beat. ● Dynamics: loud and quiet, gradual, and sudden changes.
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	<ul style="list-style-type: none"> ● Duration: march rhythm. ● Pitch: low and high – low voices (adult elephants), high voice (the young elephant), low instruments, and high instruments (see timbre). ● Tempo: beat (pulse). ● Timbre: low instruments (tuba), high instruments (glockenspiel, flute/piccolo), drum, military band. 	<ul style="list-style-type: none"> ● Timbre: untuned/tuned percussion instruments ● Other: compose, graphic symbol 	<ul style="list-style-type: none"> ● Pitch: high sounds, low sounds, musical theme. ● Tempo: beat (a continuous, steady pulse that occurs in songs, rhymes, and music), pulse. ● Timbre: flute, harp, violin, viola, clarinet, orchestra. ● Other: perform, record a movement piece. 	<ul style="list-style-type: none"> ● Timbre: percussion instruments (tuned, untuned) ● Other: improvise, compose, graphic symbol, graphic score 	<p>Tempo: beat – a continuous steady pulse that occurs in music. This could be compared to a ticking clock or a pumping heart.</p> <p>Duration: the length of a sound, often counted in beats. For instance, a 4-beat note should be counted '1,2,3,4'</p>	<ul style="list-style-type: none"> ● Pitch: high and low sounds and the notes in a tune. ● Timbre: the quality of a vocal or instrument sound. ● Other: Improvising – experimenting within a structure. ● Other: compose, soundtrack, Silent film.
RE	What does it mean to belong to a faith community?	Who is a Christian and what do they believe?	Why should we look after the world?	How and why do we celebrate special and sacred times? (Easter focus)	What makes some places sacred?	
See progression document for further detail						

Dance and Gym	Gym Balancing and spinning on points and patches	Dance Rhythm, beat & pulse through Traditional Barn Dance	Gym Pathways small and long	Dance Actions – what?	Gym Wide, narrowed and curled rolling and balancing	Dance Sequence – putting actions together
Outdoor games	K.S 1 P.E Fundamentals all year					
	See progression document for further detail on outdoor games					
PSHE	Being me in my world I know how to use my Jigsaw Journal I understand the rights and responsibilities as a member of my class I know my views are valued and can contribute to the Learning Charter I can recognise the choices I make and understand the consequences I understand my rights and responsibilities within our Learning Charter	Celebrating difference I can identify similarities between people in my class I can identify differences between people in my class I can tell you what bullying is I know some people who I could talk to if I was feeling unhappy or being bullied I know how to make new friends I can tell you some ways I am different from my friends	Dreams and goals I can set simple goals I can set a goal and work out how to achieve it I understand how to work well with a partner I can tackle a new challenge and understand this might stretch my learning I can identify obstacles which make it more difficult to achieve my new challenge and can work out	Healthy me I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I know how to make healthy lifestyle choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly	Relationships I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend means to me I know appropriate ways of physical contact to greet my friends and know which ways I prefer I know who can help me in my school community	Changing me I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that make boys different to girls and can use the correct names for

			<p>how to overcome them</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p>	<p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>	<p>I can recognise my qualities as person and a friend</p> <p>I can tell you why I appreciate someone who is special to me</p>	<p>these: penis, testicles, vagina</p> <p>I understand that every time I learn something new I change a little bit</p> <p>I can tell you about changes that have happened in my life</p>
MFL	Greetings	Colours and Numbers	In the Jungle	Transport	Under the Sea	Teddy Bears Picnic
Eco	Trash Mob		Trash Mob and create a 'trash man' from the rubbish that is found			