

Limitless Dreams, Endless Opportunities




# Year group overview







## 2024-2025

### Year 1

## Year 1 English and Maths Curriculum Overviews Year A

Year A	Autumn		Spring		Summer	
<p><i>High Quality Texts</i></p> 						
						

 <b>Mathematics Curriculum</b>  Year 1	<b>Numbers to 10</b> <b>Part whole within 10</b> <b>Addition and subtraction within 10</b>	<b>2D and 3D shapes</b> <b>Numbers to 20</b>	<b>Addition within 20</b> <b>Subtraction within 20</b> <b>Numbers to 50</b>	<b>Introducing length and height</b> <b>Introducing weight and volume</b>	<b>Multiplication</b> <b>Division</b> <b>Halves and Quarters</b>	<b>Position and direction</b> <b>Numbers to 100</b>
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<b>History</b> Toys/Homes (within living memory)  	<b>Science</b> Animals including humans  	<b>Science</b> Everyday Materials  	<b>Geography</b> Local Mapwork  	<b>Science</b> Plants/Seasonal Changes  	<b>History/Geography</b> Human Geography of Knutsford Significant Individual  
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## Learning Adventure Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>		<p><b>Let's go on an Animal Adventure</b> <b>Animals including humans</b></p> <p>Match animals to their group (amphibians, reptiles, birds and mammals). Describe a feature of an amphibian, fish, bird, mammal and reptile. Explain what a carnivore, herbivore and an omnivore is. Draw scientific diagrams of different animals and label their features, e.g., scaly skin and gills on a fish. Label parts of the human body. Explain each of their senses.</p>	<p><b>Home Sweet Home</b> <b>Everyday Materials</b></p> <p>Identify different materials Children can find objects that are made out of specific materials, e.g., metal, plastic or wood. Children can say which material they would make a chair, jumper or a window out of. Children can sort materials by their properties. Describe each material and its properties (after investigation). Draw an object and describe the materials and properties. Children can identify if a material is absorbent or not.</p>		<p><b>How does your garden grow?</b> <b>Plants/Seasonal Changes</b></p> <p>Identify some common garden plants and know what a weed is. Name and draw some common trees. Draw and label the parts of a plant. What are the four seasons? Can you describe what we wear in each season and why? Can you describe the weather in winter? What order to the seasons go in? What will happen to puddles on a very cold day? Why?</p>	
<b>Geography</b>	<p><b>Times are changing</b></p> <p>Describe seasonal weather patterns and changes through observations of a specific tree through the year</p>		<p><b>Home Sweet Home</b></p> <p>Use a simple picture map to move around the school Look at aerial views of the school Map a route around school Identify the key human and physical features of the surrounding environment Identify 4 countries of the UK, their capital cities and surrounding seas Place Knutsford on map of UK Follow directions to find places on a map</p>		<p><b>Let's Explore</b></p> <p>Know where the school is in relation to the surrounding area of Knutsford Identify key human and physical features of Knutsford. Use simple fieldwork skills to investigate Knutsford town and the area of The Moor Compare the main geographical features of Knutsford town and The Moor</p>	
<b>History</b>	<p><b>Toys</b></p> <p>Know what toys looked like in the past Know which toys were popular in the past Explain what is the same and what is different about toys in the past compared to today Know why toys have changed over time Explain what childhood was like in the past</p>				<p><b>Let's Explore</b></p> <p>Explain who George Mallory was. Talk about why we remember George Mallory's Everest expedition How George Mallory influenced expeditions today.</p>	

<b>Art</b>	<p style="text-align: center;"><b>Sculpture</b></p> <p>Join simple natural objects together Identify 3 facts about Andy Goldsworthy Know the difference between 2D and 3D art Use a range of natural materials to create a 2D picture Work collaboratively to create a 3d sculpture using natural materials</p>		<p style="text-align: center;"><b>Exploring shape and Colour</b></p> <p>Know 3 facts about James Rizzi Name the 3 primary colours Hold a paintbrush correctly and apply paint with some control Draw from observation combining techniques taught Create a picture in the style of James Rizzi</p>		<p style="text-align: center;"><b>Drawing – Pencil/pastel</b></p> <p>Recognise artwork by Guiseppe Arcimboldo Draw lines and marks from observations demonstrating correct grip of materials Show different tones in their final work by using pencil or pastel</p>	
<b>Design Technology</b>		<p style="text-align: center;"><b>Cup and ball game.</b> (Construction)</p> <p>Assemble, join and combine materials Identify the most suitable joining technique for their design Design and make a successful cup and ball</p>		<p style="text-align: center;"><b>Moving picture.</b></p> <p>Explain what a mechanism is. Explain how they can make characters in a storybook move with a mechanism. Use correct vocabulary to explain how a mechanism moves in a book, e.g. up, down, side to side, left and right.</p>		<p style="text-align: center;"><b>Fruit Salad</b> (food technology)</p> <p>Name a variety of fruits Demonstrate their understanding of basic food hygiene Cut and prepare fruit safely under supervision</p>

## Discrete Curriculum Elements

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Music</b>	<p>Explore moving to music through dancing, marching, or pretending to be animals or pop stars.            Practice using voices to sing high and low notes and make different sounds, like rapping or speaking in rhythm.            Learn to follow a leader by starting and stopping singing or playing together.            Treat instruments respectfully and play simple tunes with them.            Play instrumental parts at different skill levels (one note, simple, or more challenging).            Follow musical instructions and work as a team.            Listen and clap back rhythms, then create and clap your own.            Sing or play back notes after listening, and create your own short musical answers.            Help make simple melodies with 1–3 notes and learn how to write them down.            Choose and perform a favourite song, adding your own ideas.            Record performances and share how it made you feel.</p>					
	Freedom songs from South Africa as well as Winter time, festivals and Christmas time songs. Creating and performance using music and dance.		Rock music and movement. Learning about song structure.		Learning about mixed styles of music. Revision and deciding what to perform. Listen to Western Classical Music. The language of music.	
<b>Religious Education</b>	<p><b>What do people believe about God (Christianity)</b></p> <p>Children know the difference between man made and natural.            Retell the story of creation.            Name the two parts of the bible.</p>	<p><b>How do people celebrate special times? (Christianity)</b></p> <p>Know what happens in a synagogue.            Recall the main events of the Christmas story.            Name 2 reasons why the Christmas story is important to Christians.            Know why Christians say Christmas is good</p>	<p><b>How do people decide what is right and wrong? (Christianity)</b></p> <p>Understand the difference between right and wrong.            Know how people might describe what is right and wrong.            Understand what a lie is and what the consequences may be.            Know how to be kind to others.</p>	<p><b>Why do people mark Easter in different ways? (Christianity)</b></p> <p>Recall the main events of the Easter Story.            Know the 5 main events in the Easter story.            Entry into Jerusalem.            Last supper.            Arrest            Crucifixion            Resurrection.</p>	<p><b>What does it mean to belong? How do groups express this differently? (Christianity)</b></p> <p>Know why the church is important to Christians.            Identify things that belong to the church and why they are important to Christians.            Know what a vicar is and their daily duties.</p>	<p><b>Why are some places more important than others? (Judaism)</b></p> <p>Know what the world refugee means.            Understand the Jewish people were refugees and why.            Recall God's promise to Abraham.            What may be inside a synagogue.</p>

<p><b>Physical Education</b></p>	<p><b>Games</b></p> <p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching</p>	<p><b>Dance</b></p> <p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. Recognise how their body feels after exercise and why. Move confidently and safely including jumping, hopping, and skipping. Copy simple movement patterns from each other such as follow the leader – repeat these actions. Discuss dance ideas. Respond to different stimuli with a range of actions and include a range of speeds. Put a sequence of actions together to create a motif. Compose and link movement phrases and improvise to make simple dances. Include different body parts and some coordination. Perform learnt skills with some control and learn how to watch, describe and evaluate others' performances.</p>	<p><b>Gymnastics</b></p> <p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. Carry out simple stretches. Move with safety and confidence. Hold still shapes and simple balances. Travel in different ways, changing direction and speed demonstrating basic control and co-ordination. Change movements and pathways to avoid others and obstacles. Learn and demonstrate rolls, jumps, vaults, handstands. Create and perform movement phrases using a range of body parts and actions. Recognise and copy contrasting actions (small/tall, narrow/wide). Watch,</p>	<p><b>Team Games</b></p> <p>Pass the ball to another player in a game. Use kicking skills in a game. Using Space Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</p>	<p><b>Athletics</b></p> <p>Describe how the body feels before, during and after exercise. Carry and place equipment safely. Jog in a straight line. Vary pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. Jumping. Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high and as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.</p>	<p><b>Team Games</b></p> <p>Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Use basic fundamental skills including under arm throwing, catching, rolling and striking</p>
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					Begin to perform learnt skills with some control. Engage in competitive activities and begin to say how they can improve.	
<b>Computing</b>	<p><b>Programming:</b> Give instructions to my friend (<i>using forward, backward and turn</i>) and physically follow their instructions. Tell you the order I need to do things to make something happen and talk about this as an algorithm. Program a robot to do a particular task. Watch a program execute and spot where it goes wrong so that I can debug it. Tell you the order I need to do things to make something happen and talk about this as an algorithm.</p>	<p><b>Multimedia</b> Use technology to organise and present my ideas in different ways. Save and open files on the device I use. Use the keyboard on my device to add, delete and space text for others to read.</p>	<p><b>Programming:</b> Program a robot or software to do a particular task Use programming software to make objects move Tell you the order I need to do things to make something happen and talk about this as an algorithm. Watch a program execute and spot where it goes wrong so that I can debug it.</p>	<p><b>Technology in our Lives</b> Tell you why I use technology in my home and community. Identify benefits of using technology including communicating with others. Start to understand that other people have created the information I use. Tell you what kind of information I could use to help me investigate a question. Start to understand a branching database</p>	<p><b>Programming:</b> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs Identify the order I need to do things to make something happen and talk about this as an algorithm. Look at my friend's program and tell you what will happen. Watch a program execute and spot where it goes wrong so that I can debug it</p>	<p><b>Handling Data</b> Start to understand a branching database. Talk about the different ways I use technology to collect information Make and save a graph using the data I collect. I can talk about the data that is shown in my chart or graph</p>
<b>Online Safety</b>	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Talk about why it is important to be kind and polite online and in real life.					
<b>PSHE + RSE</b>	<b>Physical Health and Wellbeing</b>	<b>Keeping safe and managing risk</b>	<b>Keeping myself healthy</b>	<b>Differences</b>	<b>Keeping money safe</b>	<b>Rights and Responsibilities</b>