

Year 1 Curriculum Long Term Plan 2024/25

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|  | Autumn 1  7 weeks | | Autumn 2  7 weeks (R*emembrance Day*) | | | | | Spring 1  6 weeks | | | | Spring 2  6 weeks | | | | | | Summer 1  6 weeks | | | | Summer 2  7 weeks | | | | |
| Phonics | Assessment  Phase 5 Phonics | | | Phase 5 Phonics | | | | Phase 5 Phonics | | | | | | | | | | Phase 5 Phonics | | | | | | | | |
| English | Traditional Tales – Little Red Riding Hood  Focus on sentence sequencing and writing. | | | | | | | Toys of the past  Report | | | | | Somebody Swallowed Stanley  Persuasive Leaflets | | | | | Senses Poetry | | | | | Information Texts - Shanghai | | | |
| Guided Reading | ‘Big Cat Phonics’ - Reading and Comprehension skills linked to phonics learning. | | | | | | | ‘Big Cat Phonics’ - Reading and Comprehension skills linked to phonics learning. | | | | | | | | | | ‘Big Cat Phonics’ - Reading and Comprehension skills linked to phonics learning. | | | | | | | | |
| Maths | Place value within 10 | Addition and subtraction within 10 | | | Shape | | Place value within 20 | | | Addition and subtraction within 20 | Place value within 50 | | | Measurement length and height | | Measurement mass and volume | | Multiplication and division | Fractions | | Position and direction | | | Place value within 100 | Money | Time |
| Science | The Human Body | Seasonal Changes | Materials | | | Seasonal Changes | | Planting A | Animals | | | Caring for the Planet | | | Seasonal Changes | | Planting B | Plants | | Planting C | | Growing and Cooking | | | Seasonal Changes | |
| Geography | What is it Like Here? | |  | | | | |  | | | | What is the Weather Like in the UK? | | | | | |  | | | | What is it Like to Live in Shanghai? | | | | |
| History |  | | How am I Making History? | | | | | How Have Toys Changed? | | | |  | | | | | | How Have Explorers Changed the World? | | | |  | | | | |
| Religious Education | Caring for others | | | | | | | Religion and Rituals | | | | | | | | | | Places of Worship | | | | | | | | |
| Computing | Grouping Data | | Creating Media – Digital Painting | | | | | Computing Systems and Networks | | | | Programming A | | | | | | Creating Media – Digital Writing | | | | Programming B | | | | |
| Art | Drawing: Make your Mark | |  | | | | |  | | | | Sculpture: Paper play | | | | | |  | | | | Painting and Mixed Media: Colour Splash | | | | |
| DT |  | | Windmills | | | | | Textiles: Make a puppet | | | |  | | | | | | Food: Fruit and Veg | | | |  | | | | |
| PSHE | Health and Well Being, Healthy lifestyles | | | | | | | Healthy Relationships, Feelings and Emotions, Valuing Difference | | | | | | | | | | Living In the Wider World | | | | | | | | |
| Music | Senses: Key music skills | | Superheroes: exploring composition | | | | | Dinosaurs: dynamics, timbre, tempo and pitch | | | | Carnival of the Animals: singing, performing and composing | | | | | | Fantasy and Adventure: compose music to create atmosphere | | | | At the Seaside: work collaboratively building sequence | | | | |
| PE | Playground Games | | Ball Skills | | | | | Sending and Receiving Skills | | | | Target Games | | | | | | Athletics | | | | Striking and Fielding | | | | |
| Yoga | | Dance | | | | | Gymnastics | | | | Fitness | | | | | | Team Building | | | | Invasion Games | | | | |
| Curriculum enhancement |  | | Mercury Theatre: Sleeping Beauty | | | | |  | | | |  | | | | | |  | | | | Year 1 Learning Exhibition | | | | |