

Year 1 - Long Term Subject Curriculum Plan - 2024-25

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Substantive Concepts |
|---|--|---|--|---|---|--|---|
| Art and Design & Technology | Drawing Still life—Fruit | Construction A playground | Painting Colour - Paul Kee | Mechanisms Moving picture | Mixed Media Great Fire of London - Susan Schenk | Food and Nutrition Smoothies Fruit kebabs | Art <ul style="list-style-type: none"> • Drawing • Painting and colouring • Mixed media DT <ul style="list-style-type: none"> • Design and evaluation process • Functionality • Materials and tools |
| Computing | Beebot Explorers Can you code a robot? Learn to control a BeeBot by sequencing algorithms and predicting the program outcomes. | Digital Painting How do I use technology to create artwork? To create digital art by taking photographs, drawing using different brushes and rotating shapes to create your own masterpiece. | Just Dance Can you code a dance routine? Plan, write and sequence algorithms to create a programme using unplugged and blockbased coding languages | Clean Water Why should everyone have clean water? Plan, design and create your own drinks labels with the aid of a computer | Wildlife Data What wildlife lives around school? Learn to sort, group and compare data by looking at the different wildlife in the local habitat around school | Technology Around Us What is technology is used for? Identify the different types of technology around them and the impact it has on their daily lives | Computing <ul style="list-style-type: none"> • Understanding technology • Online safety • Programming |
| English - Phonics and Reading | Week 1-2: Review phase 3. Week 3: Review phase 4. Week 4-5: Phase 5– ay, ou, oy, ea and review longer words. Tricky words: review phase 2-4 tricky words Begin Wandle reads in week 3. | Week 1: ir, ie, ue, u Week 2: /oa/o, /igh/I, /ai/a, /ee/e Week 3: a-e, i-e, oo-e, u-e Week 4: e-e, ew, /ee/ie, aw Week 5: Grow the code- /igh/ /ai/ /oa/ /ee/ /oo/ Tricky words: their, people, oh, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want | Week 1: /ee/y, /e/ea, /w/wh, /oa/oe, ou Week 2: /igh/y, /oa/ow, /j/g, /f/ph Week 3: /l/le, /s/c, /v/ve Week 4: /u/ o-e ou o, /z/ se, /s/ se ce, /ee/ey Week 5: Grow the code /oo/ /ee/ /s/ /z/ /oa/ Tricky words: any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work | Week 1: /u/r or, /oo/ u oul, /air/ are, /or/ au aur oor al Week 2: /ch/ tch, /ch/ ture, /ar/ a, /ar/ al Week 3: /or/ a, schwa in longer words, /of/ a, /air/ ear Week 4: /ur/ ear, /r/ wr, /s/ st, schwa at the words. Week 5: /c/ ch, /sh/ ch, /z/ /s/ ce se ze Tricky words: once, laugh, because, eye | Revise for phonics screening– sounds may vary depending on the gaps in each class. Week 1: ay, a-e, ea, e Week 2: ie, i-e, o, o-e Week 3: ue, ew, u-e, aw Week 4: ea, ir, ou, oy Week 5: I, a, ow, u Week 6: ph, wh, ie, g | Set for phonics– those still below 80% on spring assessment should review spring 1. Week 1: /ai/ eigh, aigh, ey, ea /n/ kn gn, /m/ mb, /ear/ ere eer Week 2: /zh/ su si, /j/ dge, /i/ y, /j/ ge Week 3: /sh/ ti ssi si ci Week 4: /or/ augh our oar ore Tricky words: busy, beautiful, pretty, hour, move, improve | English - Reading <ul style="list-style-type: none"> • Comprehension • Decoding • Pleasure • Prosody • Windows & Mirrors |
| English - Writing | <p style="text-align: center;">In Year 1 Pupils will be taught a wide range of skills which cover:</p> Spelling Handwriting Purpose for Writing Planning Drafting Editing Vocabulary and Grammar Punctuation <p style="text-align: center;">See the English - Writing - Skills Progression document for more information</p> | | | | | | English - Writing <ul style="list-style-type: none"> • Purpose • Audience • Form |
| Geography | Where On Earth Am I? To create and use a simple map and key | | What Makes Our Local Area Unique? To use satellite and aerial photographs to identify features of a local place | | What Is The UK And Where In The World Is It? To name and locate the four countries of the UK and the capital cities | | Geography <ul style="list-style-type: none"> • Comparison & Environment • Sustainability • Impact |
| History | What is History? Unit 1: Introduction to History Unit 2: Timelines and Sequencing Unit 3: My Family Tree Unit 4: Interviewing Family Members Unit 5: Changes Over Time Unit 6: Looking to the Future | | Exploring the Local History of Sudbury Hall Unit 1: Introduction to Sudbury Hall Unit 2: Sudbury Hall's History Unit 3: Artefacts of Sudbury Hall Unit 4: Sudbury Hall – The Children's Country House Unit 5: Sudbury Hall in Pictures and on Screen Unit 6: Sudbury Hall Field Trip | | Exploring the Great Fire of London Unit 1: Introduction to the Great Fire of London Unit 2: Investigating the Evidence Unit 3: Changes After the Great Fire Unit 4: Rebuilding London Unit 5: Fire Safety Unit 6: Remembering the Great Fire | | History <ul style="list-style-type: none"> • Society • Equality and Inequality • Inventions |
| Maths | Place value — within 10 (5 weeks) Addition and subtraction — within 10 (5 weeks) Geometry — shape (1 week) Consolidation (1 week) | | Place value — within 20 (3 weeks) Addition and subtraction — within 20 (3 weeks) Place value — within 50 (2 weeks) Length and height (2 weeks) Mass and volume (2 weeks) | | Multiplication and division (3 weeks) Fractions (2 weeks) Position and direction (1 week) Place value — within 100 (2 weeks) Money (1 week) Time (2 weeks) Consolidation (1 week) | | Maths <ul style="list-style-type: none"> • Number sense • Basic Arithmetic • Measurement • Data Handling |
| Music | Let's be friends Menu song | Travel and movement Colonel's Hathi's march Magical musical aquarium | This is me Football | Animal party 'Dawn' from the sea interludes Musical conversations | I've got feelings Dancing and drawing to Nautilus Cat and Mouse | Let's jam Come dance with me | Music <ul style="list-style-type: none"> • Beat • Rhythm • Pitch |
| P.E. | Ball Skills EYFS back to basics HANDBALL Circuits PE Planning - Fitness | Netball Throwing, catching, special awareness, vocabulary Dance PE PLANNING—developing a routine as a whole class | Orienteering PE Planning & Orienteering site Dodgeball PE Planning | Dance Creating a full dance over the half term to go with the theme of Africa Gymnastics PE Planning - Unit 1 | Gymnastics School apparatus & links to Unit 2 in PE Planning Athletics PE Planning | Team games Rounders and tag rugby Athletics Sports Day practices and throwing over arm | P.E. <ul style="list-style-type: none"> • Movement and Balance • Co-ordination • Sportsmanship |
| R.E | Caring Listen to examples of care and concern shown by communities including religious communities and explore the reasons for these actions | Belonging Find out about ceremonies in which special moments in the life cycle are marked | Celebrations Explore the preparations for and find out about the celebration of festivals | Families Listen to and ask questions about stories of individuals, special people and those who have a relationship with God | Answers Engage with stories and extracts from religious literature and talk about their meanings | Worship Find out about how and when people worship and ask questions about why this is important to believers. | R.E. <ul style="list-style-type: none"> • Beliefs • Values • Belonging |
| Relationship & Health Education (R.H.E.) | Keeping and Staying Safe Road Safety Leaning out of Windows | Keeping and Staying Safe Healthy Eating Brush Teeth | Relationships Bullying Body Language | Being Responsible Practice Makes Perfect Helping Someone in Need | Feelings and Emotions Jealousy Worry | Our World Growing in Our World Living in Our World | R.H.E. <ul style="list-style-type: none"> • Friendships and Relationships • Health, Wellbeing, Emotions and Feelings • Safety and Online Safety • Diversity and Inclusion • Making Good Choices |
| Science | What is the weather like today? Throughout the year continue to revise seasons and the changes we see in plants and trees | What are my senses? | What is a material? | What do I know about animals? | What do I know about plants? | What are the properties of a material? | Science <ul style="list-style-type: none"> • Practical Application • Investigation • Cause and Effect • Responsibility |