



**Curriculum Overview for Parents**  
**2024-2025**

Year Group:	1
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**English**

<b>Term</b>	<b>Key Texts / Topics</b>	<b>What We Are Learning</b>
Autumn	<ul style="list-style-type: none"><li>• On Sudden Hill</li><li>• Stanley's Stick</li><li>• Squash and a Squeeze</li><li>• 10 Things I can do to help my world</li></ul>	<ul style="list-style-type: none"><li>• Labels &amp; Captions</li><li>• Speech bubbles and thought bubbles</li><li>• Story mapping and retell</li><li>• Non-fiction sentence writing</li></ul>
Spring	<ul style="list-style-type: none"><li>• Man on the Moon</li><li>• The Storm Whale</li><li>• Julian is a Mermaid</li><li>• The Tiny Seed</li></ul>	<ul style="list-style-type: none"><li>• Personal recount</li><li>• Story mapping, recount</li><li>• Poetry</li><li>• Explanation text</li></ul>
Summer	<ul style="list-style-type: none"><li>• Ruby's Worry</li><li>• Lost and Found</li><li>• Jack and the Flumflum Tree</li><li>• Someone swallowed Stanley</li></ul>	<ul style="list-style-type: none"><li>• Personal retell</li><li>• Instruction writing</li><li>• Story mapping &amp; retell</li><li>• Non chronological report</li></ul>

**Maths**

<b>Term</b>	<b>Key Topics</b>	<b>What We Are Learning</b>
Autumn	Number: Place Value Numbers within 10.	Step 1 Sort objects Step 2 Count objects Step 3 Count objects from a larger group Step 4 Represent objects Step 5 Recognise numbers as words Step 6 Count on from any number Step 7 1 more



**Curriculum Overview for Parents**  
**2024-2025**

	<p>Calculation: Addition and Subtraction within 10</p> <p>Geometry: Shape</p>	<p>Step 8 Count backwards within 10 Step 9 1 less Step 10 Compare groups by matching Step 11 Fewer, more, same Step 12 Less than, greater than, equal to Step 13 Compare numbers Step 14 Order objects and numbers Step 15 The number line</p> <p>Step 1 Introduce parts and wholes Step 2 Part-whole model Step 3 Write number sentences Step 4 Fact families - addition facts Step 5 Number bonds within 10 Step 6 Systematic number bonds within 10 Step 7 Number bonds to 10 Step 8 Addition - add together Step 9 Addition - add more Step 10 Addition problems Step 11 Find a part Step 12 Subtraction - find a part Step 13 Fact families - the eight facts Step 14 Subtraction - take away/cross out (How many left?) Step 15 Subtraction - take away (How many left?) Step 16 Subtraction on a number line Step 17 Add or subtract 1 or 2</p> <p>Step 1 Recognise and name 3-D shapes Step 2 Sort 3-D shapes Step 3 Recognise and name 2-D shapes Step 4 Sort 2-D shapes</p>
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**Curriculum Overview for Parents**  
**2024-2025**

	<p>Measurement: Length and Height</p> <p>Measurement: Weight and Volume</p>	<p>Step 7 Estimate on a number line to 50 Step 8 1 more, 1 less</p> <p>Step 1 Compare lengths and heights Step 2 Measure length using objects Step 3 Measure length in centimetres</p> <p>Step 1 Heavier and lighter Step 2 Measure mass Step 3 Compare mass Step 4 Full and empty Step 5 Compare volume Step 6 Measure capacity</p>
Summer	<p>Calculation: Multiplication and Division</p> <p>Number: Fractions</p>	<p>Step 1 Count in 2s Step 2 Count in 10s Step 3 Count in 5s Step 4 Recognise equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Make doubles Step 8 Make equal groups - grouping Step 9 Make equal groups – sharing</p> <p>Step 1 Recognise a half of an object or a shape Step 2 Find a half of an object or a shape Step 3 Recognise a half of a quantity Step 4 Find a half of a quantity Step 5 Recognise a quarter of an object or a shape Step 6 Find a quarter of an object or a shape Step 7 Recognise a quarter of a quantity Step 8 Find a quarter of a quantity</p>



**Curriculum Overview for Parents**  
**2024-2025**

	<p>Geometry: Position and Direction</p> <p>Number: Place Value within 100</p> <p>Measurement: Money</p> <p>Measurement: Time</p>	<p>Step 1 Describe turns Step 2 Describe position - left and right Step 3 Describe position - forwards and backwards Step 4 Describe position - above and below Step 5 Ordinal number</p> <p>Step 1 Count from 50 to 100 Step 2 Tens to 100 Step 3 Partition into tens and ones Step 4 The number line to 100 Step 5 1 more, 1 less Step 6 Compare numbers with the same number of tens Step 7 Compare any two numbers</p> <p>Step 1 Unitising Step 2 Recognise coins Step 3 Recognise notes Step 4 Count in coins</p> <p>Step 1 Before and after Step 2 Days of the week Step 3 Months of the year Step 4 Hours, minutes and seconds Step 5 Tell the time to the hour Step 6 Tell the time to the half hour</p>
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**Curriculum Overview for Parents**  
**2024-2025**

**Science**

<b>Term</b>	<b>Topics</b>	<b>What We Are Learning</b>
Autumn	Plants	<ul style="list-style-type: none"><li>• Identify and name a variety of common wild and garden plants</li><li>• Identify and name a variety of deciduous and/or evergreen trees</li><li>• The basic structure of a variety of common flowering plants and trees (e.g. roots, trunk, stem, flower, canopy etc)</li></ul>
Spring	Animals and Humans	<ul style="list-style-type: none"><li>• Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</li><li>• Identify and name a variety of common animals each that are carnivores, herbivores and omnivores</li><li>• Describe the structure of a variety of common animals (e.g. fish, amphibians, reptiles, birds and mammals, including pets)</li><li>• Compare the structure of a variety of common animals (e.g. fish, amphibians, reptiles, birds and mammals, including pets)</li><li>• Identify and name the basic parts of the human body</li><li>• Draw and label the basic parts of the human body</li><li>• Say which parts of the human body are associated with which sense</li></ul>
Summer	Seasonal Changes  Everyday Materials	<ul style="list-style-type: none"><li>• Name the four seasons</li><li>• Observe the key changes across the four seasons</li><li>• Describe the weather associated with the seasons</li><li>• Describe how the day length varies with the seasons</li> <li>• Distinguish between an object and the material it is made from</li><li>• Know the names of a variety of everyday materials, including wood, plastic, glass, metal, water and rock and be able to identify them</li><li>• Know and be able to describe the simple physical properties of a variety of everyday materials</li><li>• Compare and group together a variety of everyday materials based on their simple physical properties</li></ul>



**Curriculum Overview for Parents**  
**2024-2025**

**Geography**

<b>Term</b>	<b>Topics</b>	<b>What We Are Learning</b>
Autumn	Continents and Oceans  Weather and Seasons	<ul style="list-style-type: none"><li>• Name and locate the world’s seven continents and five oceans.</li><li>• use world maps, atlases and globes to identify the continents and oceans</li><li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</li><li>• Use simple compass directions (North, South, East and West) and locational and directional language (for example near and far, left and right), the describe positions in relation to other another.</li></ul>
Spring	The United Kingdom	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
Summer	Our School and where we live  Climate and Environment in	<ul style="list-style-type: none"><li>• use simple compass directions (North, South, Easy and West) and locational and directional language (for example near and far, left and right), to describe the location of features on a map.</li><li>• Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features, devise a simple map; and use and construct basic symbols in a key.</li><li>• Use simple fieldwork and observational skills to study geography of their school and its grounds and the key human and physical features of its surrounding environment.</li><li>• Use basic geographical vocabulary to refer to key human features,</li></ul>



**Curriculum Overview for Parents**  
**2024-2025**

	depth study: Recycling at home and in the local area.	<p>including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> <li>• To understand the problems caused by litter.</li> <li>• To take responsibility for cleaning the environment.</li> <li>• To understand the develop practice around reduce, reuse and recycle.</li> </ul>
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**History**

<b>Term</b>	<b>Topics</b>	<b>What We Are Learning</b>
Autumn	Toys Through Time	<p>How can we compare the toys we have today and the toys from different?</p> <p>Can we identify and describe toys from various historical periods?</p> <p>How have their characteristics, materials and use change over time?</p> <p>Why have toys evolved over time?</p> <p>How have technological advancements, cultural influences and safety considerations impacted the evolution of toys?</p>
Spring	Kings and Queens	<p>Who was Queen Elizabeth II?</p> <p>Who is King Charles III?</p> <p>How has the monarchy changed in our life time?</p> <p>How has the role of the monarch changed over time?</p> <p>Who were key monarchs from different periods in time? E.g. William the Conqueror, Henry VIII, Queen Victoria...</p> <p>How can we gather knowledge about monarchs through time?</p>
Summer	Hidden Heroes (Mary Anning)	<p>Who was Mary Anning?</p> <p>What was significant historically when Mary Anning was alive?</p> <p>What did Mary Anning achieve?</p> <p>How did the achievements of Mary Anning change the world?</p> <p>How did Mary Anning inspire others? How can she inspire you?</p>



## Curriculum Overview for Parents 2024-2025

### Art & Design / DT

Term	Projects	Skills We Are Developing
Autumn		
Spring		
Summer		

### PSHE / RSE

Term	Focus Areas	Key Objectives
Autumn	<p>What makes a good Learner? What makes a good class mate?</p> <p>What makes a good friend?</p> <p>How can I manage my feelings?</p> <p>How can my actions affect others?</p> <p>Celebrating Difference Week</p>	<ul style="list-style-type: none"><li>• The responsibilities we have in and out of the classroom.</li><li>• How to be polite and courteous.</li><li>• How to play and work co-operatively.</li> <li>• What our friends, or people that are special to us, do to make us feel loved and cared for.</li><li>• The ingredients we need to be a good friend. Suggested activity: Friendship potion.</li> <li>• Recap Zones of Regulation.</li><li>• How feelings can affect people in their bodies and their behaviour.</li><li>• Ways to manage big feelings and the importance of sharing our feelings with someone we trust.</li> <li>• How kind and unkind behaviour can affect others.</li><li>• How words and actions can affect how people feel.</li> <li>• What makes us special and how everyone has different strengths.</li><li>• How our personal features or qualities are unique to us.</li><li>• What we like/dislike and are good at.</li></ul>



**Curriculum Overview for Parents**  
**2024-2025**

	<p>How can I resolve conflict?</p> <p>Where do I belong?</p>	<ul style="list-style-type: none"><li>• How we are similar or different to others, and what we have in common.</li><li>• Understanding what conflict means.</li><li>• That it is important to tell someone (such as our teacher) if something about our family makes us feel unhappy or worried.</li><li>• That family is one of the groups we belong to, as well as, for example, school, friends, clubs</li><li>• About the different people in our family / those that love and care for us.</li><li>• That everyone has different types of families. Suggested activity: Create a family tree.</li></ul>
Spring	<p>How can we look after other living things?</p> <p>What effect do we have on our environment? How can we look after our environment?</p> <p>Children's Mental Health Week and Safer Internet Day</p> <p>What/Who helps me to keep safe in our community and online?</p>	<ul style="list-style-type: none"><li>• How people and animals need to be looked after and cared for.</li><li>• What can harm the local and global environment.</li><li>• That pollution can impact our lives and how we can take small steps to protect the environment around us.</li><li>• How to look after our oceans.</li><li>• What is mental health?</li><li>• What does positive mental health look like?</li><li>• That people have different roles in the community to help us (and others) keep safe - the jobs they do and how they help people.</li><li>• Who can help us in different places and situations; how to attract</li></ul>



**Curriculum Overview for Parents**  
**2024-2025**

	<p>How do I keep myself Safe?</p> <p>Keeping Safe Week</p>	<p>someone's attention or ask for help; what to say.</p> <ul style="list-style-type: none"><li>• How to identify if someone is a "safe stranger".</li><li>• That I must stay close to my adult when out in the community.</li><li>• What to do if something comes on my screen, which makes me sad or scared.</li></ul> <ul style="list-style-type: none"><li>• How to get help if there is an accident and someone is hurt.</li><li>• How to dial 999 in an emergency and what to say.</li></ul> <ul style="list-style-type: none"><li>• Recap NSPCC PANTS rule:</li><li>• How to respond safely to adults we don't know.</li><li>• What to do if we feel unsafe or worried for ourselves or others.</li><li>• The importance of keeping on asking for support until we are heard,</li><li>• To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.</li></ul>
<p>Summer</p>	<p>What does being 'healthy' mean and what can I do keep myself healthy?</p> <p>How can I regulate my emotions?</p>	<ul style="list-style-type: none"><li>• About what keeping healthy means; different ways to keep healthy.</li><li>• How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy.</li><li>• That things people put into or onto their bodies can affect how they feel.</li></ul> <ul style="list-style-type: none"><li>• Recap Zones of Regulation.</li><li>• To understand when it is appropriate to cheer and shout and when to be quiet.</li><li>• To discuss how we can cheer ourselves up after a disappointment.</li></ul>



**Curriculum Overview for Parents**  
**2024-2025**

	<p>How can I take care of myself, including online?</p> <p>How can I cope with change and loss?</p> <p>My Money Week</p> <p>What happens when we grow up?</p>	<ul style="list-style-type: none"><li>• What we can do to take care of ourselves on a daily basis, e.g. brushing teeth and hair, hand washing.</li><li>• Why hygiene is important and how simple hygiene routines can stop germs from being passed on.</li><li>• How to be physically active and how much rest and sleep we should have every day.</li><li>• What helps us to feel good, or better if we are not feeling good.</li><li>• Who to speak and what to do to if there is something on my screen, that shouldn't be there.</li><li>• That there are rules to keep me safe when I go online at home and at school.</li> <li>• What does it mean if we lose someone or something?</li><li>• The feelings that losing something, for example a pet, may bring about.</li><li>• Ways to manage big feelings and the importance of sharing their feelings with someone they trust.</li> <li>• What money is - that money comes in different forms.</li><li>• How money is obtained (e.g. earned, won, borrowed, presents).</li><li>• How people make choices about what to do with money, including spending and saving.</li><li>• The difference between needs and wants - that people may not always be able to have the things they want.</li><li>• How to keep money safe and the different ways of doing this.</li> <li>• How jobs help people earn money to pay for things they need and want.</li><li>• About a range of different jobs, including those done by people we</li></ul>
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**Curriculum Overview for Parents  
2024-2025**

	How do I manage change?	know or people who work in our community. <ul style="list-style-type: none"><li>• How to manage change when moving to a new class/year group.</li><li>• (Meet the teacher session to transition to Year 2).</li></ul>
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**Computing**

<b>Term</b>	<b>Topics</b>	<b>Skills We Are Learning</b>
Autumn	Computing systems and networks – Technology around us  Creating media – Digital painting	<ul style="list-style-type: none"><li>• To identify a computer and its main parts</li><li>• To use a mouse in different ways</li><li>• To use a keyboard</li><li>• To edit text</li> <li>• To create rules for using technology</li> <li>• To describe what freehand tools do</li><li>• To use the shape and line tools</li><li>• To make careful choices when creating a digital picture</li><li>• To explain my choices</li><li>• To use a computer on my own to paint a picture</li><li>• To compare a painting online to a real painting</li></ul>
Spring	Data and information & grouping data	<ul style="list-style-type: none"><li>• To label objects</li><li>• To identify that objects can be counted</li><li>• To describe objects in different ways</li><li>• To count objects with the same properties</li></ul>





## Curriculum Overview for Parents 2024-2025

### PE (Physical Education)

Term	Focus / Activities
Autumn	lexercise lcommunication
Spring	Dance Pilates
Summer	lcreate ithink

### Additional Notes

Visits, workshops, enrichment activities, or other highlights to share:

- Mary Anning Workshop
- Trip to Hobbledown
- Trip to Banstead High Street