

# Y1 Curriculum Overview

## Long Term Planning

| Term                           | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                      | Spring 1                                                                                                                                              | Spring 2                                                                                                                                                               | Summer 1                                                                                                                            | Summer 2                                                                                                                                                                 |
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| <b>Phonics – Little Wandle</b> | Children recap and secure Phase 3 sounds (from Reception), building fluency in reading and writing words with digraphs and trigraphs, and continuing to practise tricky words.                                                                                                                                                                                                                                                                                                                                                                                           | Pupils begin Phase 5, learning alternative graphemes for known sounds (e.g. <i>ai/ay/a-e</i> ) and alternative pronunciations, while increasing reading fluency and accuracy. | Phase 5 continues, with more alternative spellings and pronunciations, helping children become more flexible readers and writers of unfamiliar words. | Children deepen Phase 5 knowledge, including split digraphs (a-e, e-e, i-e, o-e, u-e) and more complex spelling choices, alongside increasing automaticity in reading. | Phase 5 is consolidated, focusing on fluency, expression, and comprehension, with children reading longer texts more independently. | Children review all Phase 5 content in preparation for the Year 1 Phonics Screening Check, ensuring secure decoding, recognition of tricky words and confident blending. |
| <b>Writing - CUSP</b>          | Our writing curriculum supports children to develop confident sentence writing through a clear progression of skills, including phonics, spelling, handwriting and basic grammar. Pupils are taught to write for different purposes, building simple narratives and factual pieces while learning how to structure sentences using capital letters, finger spaces and full stops. Through engaging texts and vocabulary-rich teaching, children begin to express their ideas more clearly and become independent, enthusiastic writers. Key texts used are listed below. |                                                                                                                                                                               |                                                                                                                                                       |                                                                                                                                                                        |                                                                                                                                     |                                                                                                                                                                          |
|                                | This is Our House<br>Super Me!<br>On Sudden Hill<br>Beegu                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | The Storm Whale<br>The Owl and the Pussycat<br>Edward Lear<br>Aesop's Fables                                                                                                  | The Tale of Peter Rabbit<br>Look Up!                                                                                                                  | and tango makes three<br>Chocolate Cake<br>Michael Rosen                                                                                                               | Here We Are<br>The Lion Inside                                                                                                      | There's a Rang-Tan in My Bedroom<br>Aesop's Fables – The Hare and the Tortoise                                                                                           |



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|                                | Where the Wild Things Are                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | – The Boy Who Cried Wolf                                                                                  |                                                                                                     |                                                                                                             |                                                                                         | The Proudest Blue                                                                |
| Maths – NCETM and number sense | Our maths curriculum supports children to develop strong foundations in mathematics through the NCETM Mastering Number approach and the Number Sense Maths programme. Daily number-focused sessions develop fluency, flexibility and confidence with number, helping children to subitise, recognise patterns, understand number relationships and secure key number facts.                                                                                                                                                                                   |                                                                                                           |                                                                                                     |                                                                                                             |                                                                                         |                                                                                  |
|                                | Numbers to 10.<br>Counting, comparing, and understanding the composition of numbers.<br>Introduction to addition and subtraction within 10.                                                                                                                                                                                                                                                                                                                                                                                                                   | Addition and subtraction within 10 (continued).<br>Shape (2D and 3D).<br>Secure number bonds and fluency. | Numbers to 20.<br>Addition and subtraction within 20.<br>Understanding place value (tens and ones). | Addition and subtraction within 20 (continued).<br>Introduction to measures (length, height, mass, volume). | Multiplication and division (grouping and sharing).<br>Fractions (halves and quarters). | Numbers to 100 (place value).<br>Time.<br>Money.<br>Consolidation of key skills. |
| My Happy Mind                  | MyHappyMind helps our children develop positive mental health, resilience and wellbeing through learning about how their brain works and how to manage their emotions. Through engaging lessons and activities, children build confidence, self-esteem, gratitude, positive relationships and healthy habits that support them both in and out of school. Families are strongly encouraged to download and use the free myHappyMind Parent App, which provides practical resources, activities and guidance to help reinforce learning and wellbeing at home. |                                                                                                           |                                                                                                     |                                                                                                             |                                                                                         |                                                                                  |
|                                | Meet Your Brain:<br>Children learn about how their                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Celebrate:<br>Focus on building self-esteem,                                                              | Appreciate:<br>Children learn about gratitude,                                                      | Relate:<br>Focus on friendships,                                                                            | Engage:<br>Children learn about setting                                                 | Review and embed:<br>Pupils revisit and strengthen all key skills,               |



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|                     | brain works, including the “chimp brain” and how to manage big feelings.                                                                                                                                                                                                                                                                                                                                                                                                                         | recognising strengths, and celebrating what makes them unique.                   | noticing the good things in their lives and developing a positive mindset. | kindness, and understanding how to build positive relationships with others. | goals, persevering, and developing resilience when things feel challenging.          | helping them apply what they have learned across the year.                        |
| PSED -My Happy Mind | Our curriculum supports children to develop their understanding of health and wellbeing, relationships and life in the wider world. Through engaging, age-appropriate lessons, they learn essential skills such as managing emotions, building positive relationships, staying healthy and understanding their role within different communities. The programme helps children to develop confidence, resilience and the knowledge they need to make positive choices both in school and beyond. |                                                                                  |                                                                            |                                                                              |                                                                                      |                                                                                   |
|                     | My Happy Mind – Places<br>Showing respect and managing hurtful behaviour                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                  | Healthy Lifestyles<br>Families and positive close relationships            |                                                                              | Shared responsibilities<br>Communities<br>Ourselves growing and changing             |                                                                                   |
| PE – Get Set 4 PE   | Our curriculum develops children's fundamental movement skills, coordination, balance and confidence through a wide range of physical activities. Pupils take part in games, dance, gymnastics and fitness lessons, learning to work both independently and as part of a team while developing resilience, respect and sportsmanship.                                                                                                                                                            |                                                                                  |                                                                            |                                                                              |                                                                                      |                                                                                   |
|                     | Fundamental movement skills (running, jumping, throwing, catching)                                                                                                                                                                                                                                                                                                                                                                                                                               | Gymnastics (basic shapes, balances, and movements)<br>Dance (simple patterns and | Ball skills (control, rolling, throwing, catching)                         | Sending and receiving skills<br>Team games (simple tactics and cooperation)  | Athletics (running, jumping, throwing techniques)<br>Outdoor activities / challenges | Striking and fielding games<br>Consolidation of skills and applying them in games |

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|                  | Introduction to simple games                                                                                                                                                                                                                                                                                                                                                                                                                                      | movement to music)                                                                                | Target games (aiming and accuracy)                                                                                             |                                                                                                           |                                                                                                                               |                                                                                                                                                 |
| Science – Snap   | Our curriculum gives children a lively, hands-on introduction to scientific thinking. Through practical investigations, close observation and simple questioning, pupils explore the world around them and learn how to gather and talk about evidence. Engaging topics and real-life examples spark curiosity, helping children see how science connects to everyday life while building confidence, independence and a sense of themselves as young scientists. |                                                                                                   |                                                                                                                                |                                                                                                           |                                                                                                                               |                                                                                                                                                 |
|                  | Ourselves – senses and the human body.<br>Seasons                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                   | Naming and describing materials.<br>Properties and uses of materials.                                                          |                                                                                                           | Animals – vertebrates<br>Identifying plants and their parts.                                                                  |                                                                                                                                                 |
| Music – Charanga | Our curriculum gives children a rich, practical introduction to musical learning through singing, listening, playing instruments, improvising and performing. Each half-term focuses on a different musical style, helping pupils build confidence, musical vocabulary and an understanding of how music is created. Across the year, children develop steady beat, rhythm, pitch and ensemble skills while enjoying a wide range of genres.                      |                                                                                                   |                                                                                                                                |                                                                                                           |                                                                                                                               |                                                                                                                                                 |
|                  | Hey You!<br>Rhythm and beat work with a hip hop focus and using percussion to make music.                                                                                                                                                                                                                                                                                                                                                                         | Rhythm in the way we walk.<br>Exploring rap as a vocal style and playing rhythmic accompaniments. | In the Groove.<br>Experiencing music from different cultures, playing the glockenspiel and identification of changes in tempo. | Round and Round.<br>Playing melodic patterns, performing as part of a group and singing a flowing melody. | Your imagination.<br>Singing expressively, creating musical ideas, using a wider range of notes and responding with movement. | Reflect, rewind and replay.<br>Reflecting on units taught, strengthening singing, paying and improvising skills and performing with confidence. |

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| RE – Living Difference                     | Religious Education is taught through the Living Difference approach, which encourages children to explore important concepts such as belonging, community, celebration and love through discussion, enquiry and reflection. Children learn about religion through real-life experiences, stories, visitors and artefacts, helping them understand how beliefs influence people's lives. Throughout the year, pupils will primarily explore Christianity and Judaism, including learning from a visiting rabbi, while making connections to their own experiences and communities |                                        |                                                                                                                                           |                                                      |                                                                                                                 |                                                          |
|                                            | Belonging: What does it mean to belong?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Special: What makes something special? | Community: How does a Rabbi help the Jewish community?                                                                                    | Celebration: Why do people celebrate special events? | Love: How do people show care and kindness?                                                                     | Remembering: Why are some stories and people remembered? |
| Art- AccessArt                             | Children are encouraged to explore their creativity through drawing, painting and printmaking. They develop their artistic skills through hands-on experimentation, observation and discussion, learning to use a range of materials and techniques with increasing confidence. Throughout the year, children are inspired by artists, designers and makers, while developing their own ideas, creativity and ability to reflect on their work.                                                                                                                                   |                                        |                                                                                                                                           |                                                      |                                                                                                                 |                                                          |
|                                            | Spirals<br>Using drawing, collage and mark-making to explore spirals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                        | Print making<br>Exploring simple ways to make a print. Using line, shape, colour and texture to explore pattern, sequencing and symmetry. |                                                      | Exploring watercolour<br>Exploring watercolour and discovering we can use accidental marks to help us make art. |                                                          |
| Design and Technology - Projects on a page | Children are taught to design, make and evaluate purposeful products. They develop practical skills in areas such as structures, mechanisms, textiles and food technology while learning how to solve problems creatively. Through hands-on projects, children build confidence, resilience and an understanding of how design and technology impacts everyday life.                                                                                                                                                                                                              |                                        |                                                                                                                                           |                                                      |                                                                                                                 |                                                          |

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|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Making a Stable Structure</p> <p>Building models (towers, houses, bridges) and exploring joining techniques (tape, glue, slots).</p> |                              | <p>Preparing Simple Foods</p> <p>Making simple healthy snacks (fruit salads, sandwiches) and learning basic hygiene and food safety.</p> |                                  | <p>Mechanisms – Sliders and Levers</p> <p>Creating moving pictures or simple toys and exploring how parts move.</p> |
| Computing – Teach Computing | <p>Our curriculum develops children’s understanding of technology, digital media, programming and data in an engaging and age-appropriate way. Pupils learn to use technology safely and responsibly while building confidence in creating digital content, solving problems and developing computational thinking skills. Through practical, hands-on activities, children explore how technology works and how it can be used creatively and purposefully in everyday life.</p>                                   |                                                                                                                                         |                              |                                                                                                                                          |                                  |                                                                                                                     |
|                             | Computing systems and networks – Technology around us                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Creating media – Digital painting                                                                                                       | Programming - Moving a robot | Data and information – Grouping data                                                                                                     | Creating media – Digital writing | Programming - Programming animations                                                                                |
| History - Hamilton          | <p>Our History curriculum develops children’s understanding of the past through engaging enquiries, stories and real-life experiences. Pupils explore changes within living memory, significant events and the lives of important people, helping them build a sense of chronology and historical awareness. Through discussions, artefacts, photographs and hands-on activities, children learn to ask questions, compare past and present, and begin to understand how and why things have changed over time.</p> |                                                                                                                                         |                              |                                                                                                                                          |                                  |                                                                                                                     |

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|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Bonfire Night and Guy Fawkes - We will explore the Gunpowder Plot and why Bonfire Night is remembered each year. |                                                          | Famous people - Activists We will explore how Rosa Parks and Malala Yousafzai challenged unfairness and inspired positive change. |                                                                          | Within living memory - toys and books We will find out about toys and books from the past and compare them with those we enjoy today. |
| Geography – Hamilton                                          | Our Geography curriculum develops children’s understanding of the world around them through exciting investigations of places, people and environments. Pupils explore their local area as well as contrasting locations, building knowledge of physical and human features while developing their geographical vocabulary. Through practical, hands-on activities, map work and fieldwork experiences, children learn to observe, compare and describe different places, helping them understand how people and environments are connected. |                                                                                                                  |                                                          |                                                                                                                                   |                                                                          |                                                                                                                                       |
|                                                               | Geographical skills - building skills in geography within our local area.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                  | Oceans and Seas of the world and Galapagos Island units. |                                                                                                                                   | We are Britain - Four nations and British values units.                  |                                                                                                                                       |
| Cultural celebrations we celebrate. In addition, we celebrate | Rosh Hashanah 11-13/9<br>Yom Kippur 20-21/9<br>Sukkot 26/9-2/10                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Halloween 31/10<br>Bonfire Night 5/11<br>Diwali 8/11<br>Remembrance Day 11/11                                    | New Year 1/1<br>Chinese New Year 6/2<br>Ramadan 8/2      | Mother’s Day 7/3<br>Eid Al – Fitr 10/3<br>Holi 22/3<br>Easter Sunday 28/3                                                         | Vaisakhi 14/4<br>Passover 21-29/4<br>May Day 1/5<br>St George's Day 23/4 | Father’s Day 20/6<br>Eid-Al-Adha 17/5                                                                                                 |



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| significant events which are important to the faiths of families in the class. | Harvest 1 -23/10                         | Hanukkah 4-12/12<br>Christmas 25/12                                                                                                                                              | Shrove Tuesday<br>9/2<br>Valentine's Day<br>14/2 |                                                                                                                                                    |                                                                     |                                                                     |
| Special events such as performances, trips, enrichment activities and events.  | Local walk – linking with Geography unit | OpenBox Theatre linking with history unit<br><br>History Mystery Man with a workshop on Guy Fawkes 6/11<br><br>Children in Need 19/11<br><br>Christingle Service Christmas Party | Rabbi visiting linking with RE unit              | Visit to Church linking with Baptism in RE unit<br><br>Red nose day 19/3<br><br>Chocolatier visit linking with English unit and DT experience 25/3 | Zoolab linking with science unit<br><br>Walk to School Week 17-21/5 | Portsmouth Museum including toys workshop linking with history unit |