



YEAR 1 CURRICULUM PLAN

Autumn Term 2025

This term Year 1 children will be learning about:

	AUTUMN 1 – All about me	AUTUMN 2 – Castles and Knights
ENGLISH	<p>Power of Reading: (Word reading / Comprehension)</p> <ul style="list-style-type: none"> • listen to, discuss and express views about books • discuss the significance of the title and events • link what they hear or read to own experiences and explain their understanding of what is read • discuss favourite words and phrases • knowing and joining in with repetitive phrases when reading the stories • knowing some features of traditional stories • answer and ask questions <p>Writing Outcomes include:</p> <ul style="list-style-type: none"> • Character descriptions • Writing a narrative sequence, retelling the story (identify beginning, middle and end); • Punctuate sentences with a capital letter and a full stop • Spelling some Year 1 Common Exception Words correctly • Form lower case and upper case letters correctly 	<ul style="list-style-type: none"> • Reading, analysing and writing texts based on: Rapunzel, How to Find Gold, Winter Sleep, Dragon stories • Exploring characters and settings • Writing a series of simple sentences <ul style="list-style-type: none"> ○ Punctuate sentences with a capital letter and a full stop ○ Spelling some Year 1 Common Exception Words correctly ○ Form lower and upper case letters correctly
MATHS	<ul style="list-style-type: none"> • Place value within 10 including: <ul style="list-style-type: none"> ○ Sorting and counting objects ○ Recognising numbers as words ○ Counting on from any number ○ 1 more and 1 less ○ Counting backwards 	<ul style="list-style-type: none"> • Addition and subtraction within 10/20 including: <ul style="list-style-type: none"> ○ Using a part-whole model ○ Writing number sentences ○ Fact families ○ Number bonds



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	<ul style="list-style-type: none"> ○ Comparing groups and numbers ○ Fewer, more and less ○ Greater than, less than and equal to ○ Ordering objects and numbers ○ Using a number line 	<ul style="list-style-type: none"> ○ Adding together and adding more ○ Subtracting by finding a part and by taking away ○ Subtracting on a number line ○ Adding 1 and 2 ● Geometry and shape ● Recognise and name 2d and 3d shapes ● Sort 2d and 3d shapes ● Patterns with 2d and 3d shapes
SCIENCE	<p>THE HUMAN BODY</p> <ul style="list-style-type: none"> ● identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Seasonal changes</p> <ul style="list-style-type: none"> ● observe changes across the 4 seasons 	<p>ANIMALS</p> <ul style="list-style-type: none"> ● identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ● identify and name a variety of common animals that are carnivores, herbivores and omnivores ● describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Seasonal changes</p> <ul style="list-style-type: none"> ● observe changes across the 4 seasons
GEOGRAPHY	<ul style="list-style-type: none"> ● Who lives in your house? ● Where do I live? ● Exploring the Peterborough map and local landmarks ● Go on a local walk to explore the local area ● Understand and be able to use vocabulary such as village, town, city and country. 	<ul style="list-style-type: none"> ● Go on a local walk to identify human and physical geography of the area and local landmarks ● UK map and the four countries.



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HISTORY		<ul style="list-style-type: none"> Comparing schools (modern and past). Castles and clothing of the past and present.
COMPUTING	<ul style="list-style-type: none"> Internet Safety Brewster Avenue Computing Rules How to log on and use a program on the laptops <p><u>Digital Painting</u></p> <ul style="list-style-type: none"> I can use the paint tools to draw a picture I can make marks on a screen and explain which tools I used I can use the shape and line tools to recreate the work of an artist I can create a picture in the style of an artist I can make appropriate shape, brush size and colour choices <p><u>Digital writing</u></p> <ul style="list-style-type: none"> I can write a message on a computer and on paper I can compare using a computer with using a pencil and paper 	<p><u>Technology around us</u></p> <ul style="list-style-type: none"> I can explain technology as something that helps us and locate examples of technology in the classroom I can name the main parts of a computer I can switch on and log into a computer I can use a mouse to click and drag, make objects on a screen, create a picture and open a program I can save my work into my file and open documents to edit. I can tell you that writing on a computer is called typing and type my name. I can use the arrow keys to move the cursor
ART	<p><u>Drawing/Painting</u></p> <ul style="list-style-type: none"> Colour mixing- shade and tone Evaluating- How can you improve your work? Artist- Kandinsky Primary and secondary colours. Vocabulary such as primary and secondary 	<p><u>3D art</u></p> <ul style="list-style-type: none"> Experimenting with different mediums and how the materials change Loose parts Clay Evaluating - How can you improve your work?
DESIGN TECHNOLOGY	<p><u>DT Project 1</u></p> <p>TEXTILES:</p> <ul style="list-style-type: none"> -threading -begin to sew a simple stitch (initial or name on Binka) 	<p><u>DT Project 2</u></p> <ul style="list-style-type: none"> - Construct a castle/building - Rapunzel mechanism: slider in tower)



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MUSIC	<p>Call and response songs; Children use their voices to:</p> <ul style="list-style-type: none"> • Speak and chant together • Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) • Sing in time to a steady beat • Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing <p>Exploring (using Charanga, begin to learn the 'dimensions of music'):</p> <ul style="list-style-type: none"> • Different sounds made by the voice and hands (<i>timbre</i>) • High and low sounds (<i>pitch</i>) • Long and short sounds (<i>duration</i>) • Loud and quiet sounds (<i>dynamic</i>) • Fast and slow sounds (<i>tempo</i>) <p>Listen and appraise <u>Tchaikovsky ~ Dance of the Sugar Plum Fairy (classical)</u> Perform (sing/play) - Head, shoulders, knees and toes</p>	<p>Christmas Performance; Children use their voices to:</p> <ul style="list-style-type: none"> • Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) • Co-ordinate actions to go with a song <p>Listening:</p> <ul style="list-style-type: none"> • Listen to a piece of music and move in time to its steady beat <p>Respond to music through dance (PE link)</p>
PE	<p>Multi skills</p> <ul style="list-style-type: none"> • Ball throwing • Hopping • Hockey • Bat and ball 	<p>Dance</p> <ul style="list-style-type: none"> • Creating a dance sequence with different moves
PSHE	<p>Families & friendships Roles of different people; families; feeling cared for</p>	<p>Safe relationships Recognising privacy; staying safe; seeking permission</p>



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	Respecting ourselves & others How behaviour affects others; being polite and respectful	
RE	What does Harvest mean to people of different faiths? <ul style="list-style-type: none"> Sukkot (Jerusalem, Israel) Harvest Festival, (UK) Lammas (Scotland) Pangol (Tamil, India) Thanksgiving (USA, Canada) 	<ul style="list-style-type: none"> Why is light an important symbol for different religions? (Diwali, Hanukkah, Advent)
Other	<ul style="list-style-type: none"> Library trip Harvest Festival 	<ul style="list-style-type: none"> Parent Café Remembrance Day Anti Bullying Week Christmas Concert