Curriculum Overview

Butterflies (Year 1) Autumn Term 2025

Interconnected Question: When is a House a Home?

<table>
<tr><th>Key Texts</th><th>Anticipated Writing Outcomes</th></tr>
<tr><td>My House (poem) by Moira Andrew.

The House That Was Once by Julie Fogliano

Peepo by Janet and Allan Ahlberg</td><td>To write a poem in the style of a poet, using words to describe position and verbs.
To write sentences to create a class story.
To write sentences to describe a picture.
To produce a non-fiction fact file about items in the home from long ago.</td></tr>
<tr><th>Science</th><th>Geography</th></tr>
<tr><td rowspan="2">Seasonal Changes
● To observe changes across the four seasons
● To observe and describe weather associated with the seasons and how day length varies.

ANIMALS INC. HUMANS
● To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
● To identify and name a variety of common animals that are carnivores, herbivores and omnivores
● To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
● To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</td><td>Our School Grounds
● To make a map of Jolesfield School
● To create a map
● To use simple symbols, a simple scale and a key

Locational Knowledge
● To know where Jolesfield School is located in England
● To know the names of the 4 countries that make up the UK
● To use 4 compass directions
● To locate own home on a local area map</td></tr>
<tr><td>History

Homes in the past compared to today
● To know how homes have changed inside over 100 years
● To ask questions about the past
● To find answers to simple questions about the past from sources of information and artefacts.</td></tr>
<tr><th>Design and Technology</th><th>Art and Design</th></tr>
<tr><td>Free-standing Structures: Design a chair strong enough to hold Teddy.
● Investigate chairs: shapes, sizes.
● Make chairs using a variety of construction equipment
● Know techniques to make paper stronger
● Know how to draw lines to create shapes and make marks for accurate cutting
● Plan design for chair
● Use plan to create structure
● Test and evaluate effectiveness</td><td>Drawing
● To develop observational drawing skills, creating self portraits and pictures of family members
● To investigate how texture can be created in drawing

Painting and Mixed Media
● To explore colour mixing using primary colours to create secondary colours. Autumn leaves.</td></tr>
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Music

Charanga - Hey you! Old school Hip Hop

- Find the pulse of a piece of music
- Copy rhythms with clapping
- Listen and reflect with opinions and thoughts
- Learn musical language appropriate to the unit of learning
- Sing with an awareness of pitch of sound

Call and Response songs

- Join in with call and response songs

Holst Planet suite - Mars and Venus.

- Listen and reflect on a piece of music
- Discuss rhythm and dynamics

Handel's Music for Royal Fireworks –

- Discuss timbre
- Share thoughts and describe what is heard
- add sound effects to a firework poem
- perform

Discrete Subjects

Maths

Block 1 – Place value

- Count forwards to 10
- Count backwards from 10
- Count forwards and backwards to 20
- Represent numbers from 11-20 as tens and ones
- Compare groups and numbers
- Introduce <> and = symbols
- Compare numbers (10 and 20)
- Order objects and numbers (10 and 20)
- Ordinal numbers
- The number line
- Sort , count and represent objects
- Count one more and one less

Block 2 – Addition and subtraction

- Recognise coins and notes
- Fact families - addition facts
- Number bonds to 10
- Compare number bonds
- Related facts
- Addition symbol
- Subtraction - breaking apart
- Add by counting on and making 10

Block 3 - Shape

- Recognise and name 3D shapes
- Sort 3D shapes
- Recognise and sort 2D shapes
- Sort 2D shapes
- Make patterns with 2D and 3D shapes

Religious Education

Christianity: God

What do Christians believe that God is like?

- Identify what a parable is.
- Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- Give clear, simple accounts of what the story means to Christians.
- Give examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.

The Emmanuel Project

Judaism: Mitzvot/ tzedakah

Why is learning to do good deeds so important to Jewish people?

- Why is doing good deeds important to Jewish people?
- How does Mitzvot make Jewish people feel they belong to God?
- What does it mean to belong?

Christianity: Incarnation

Why does Christmas matter to Christians?

- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for at Christmas time.

Relationships, Sex and Health Education	
BEING ME IN MY WORLD ● Feeling special and safe ● Being part of a class ● Rights and responsibilities ● Rewards and feeling proud ● Consequences ● Owning the Learning Charter **CELEBRATING DIFFERENCE** ● Similarities and differences ● Understanding bullying and knowing how to deal with it ● Making new friends ● Celebrating the differences in everyone	
Physical Education	Computing
Fundamentals ● Explore changing direction and dodging ● Discover how the body moves at different speeds ● Move with some control and balance ● Explore stability and landing safely ● Demonstrate control in take off and landing when jumping ● Begin to explore hopping in different directions ● Show co-ordination when turning a rope ● Use rhythm to jump continuously in a French rope **Ball Skills** ● Roll and throw with some accuracy towards a target ● Begin to catch with two hands ● Catch after a bounce ● Track a ball being sent directly ● Begin to dribble with hands and feet **Gymnastics** ● Explore basic and still shapes straight, tuck, straddle, pike ● Perform balances making their body tense, stretched and curled ● Explore barrel, straight and forward roll progressions ● Explore shape jumps including jumping off low apparatus **Sending and Receiving** ● Send and receive a ball with feet ● Catch a ball with some success ● Roll a ball towards a target ● Throw a ball to a partner ● Track a ball that is coming towards them ● Work co-operatively with a partner.	**Technology Around Us: Connecting Computers** ● To understand the term “technology” ● To know the main parts of a computer ● To develop accuracy in using a mouse ● To use a keyboard to type ● To learn how to use computers responsibly **Digital Painting** ● To use the free-hand painting tool ● To use shapes and lines tools ● To create a digital picture ● To explore painting tools – colours and brush ● review and improve an animation