Year 1 Teaching Sequence 2024 – 2025

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| **Autumn 2024** | **Spring 2025** | **Summer 2025** |
| **English Reading & Writing - RWI Phonics**   * Ability based groups | **English Reading & Writing - RWI Phonics**   * Ability based groups | **English Reading & Writing - RWI Phonics**   * Ability based groups |
| **Maths - Maths No Problem**   * Number & Place Value: Number to 10 * Calculations: Addition & Subtraction Within 10 * Geometry - Position & Directions: Positions * Number & Place Value: Numbers to 20 * Calculations: Addition & Subtraction Within 20 | **Maths - Maths No Problem**   * Geometry - Position & Directions: Shapes & Patterns * Measurement: Length & Height * Number & Place Value: Numbers to 40 * Calculations: Add & Subtraction * Calculations: Multiplication | **Maths - Maths No Problem**   * Fractions: Fractions * Number & Place Value: Numbers to 100 * Measurement: Time * Measurement: Money * Measurement: Volume & Capacity * Measurement: Mass * Geometry - Position & Direction: Space |
| **CUSP Science**   * Seasonal changes and daily weather * Introduce Plants – (trees) * Animals, including humans | **CUSP Science**   * Everyday materials * Revisit 1: Animals, including humans | **CUSP Science**   * Plants * Revisit 2: Plants, Animals including humans  *(or alternative focus for insecure knowledge)* |
| **CUSP Art and Design**   * Drawing Block A * Painting Block B | **CUSP Art and Design**   * Printmaking Block C * Textiles Block D | **CUSP Art and Design**   * 3D Block E * Collage Block F |
| **Computing**   * Online safety & exploring * Coding * Spreadsheets | **Computing**   * Lego builders * Maze explorers * Animated story books | **Computing**   * Pictograms * Grouping & sorting * Tech outside school |
| **CUSP Design and Technology**   * Mechanisms Block A *Instructional writing A* * Structures Block B | **CUSP Design and Technology**   * Food and Nutrition Block C  *Animals including humans* * Materials Block D | **CUSP Design and Technology**   * Textiles Block E *Hot and cold places* * Food and Nutrition Block F *Instructional writing B* |
| **CUSP Geography**   * Continents * Oceans * Countries of UK | **CUSP Geography**   * Capital cities of UK * Seas around UK * Hot and cold places | **CUSP Geography**   * Hot and cold places * Mapping and fieldwork |
| **CUSP History**   * Changes within living memory | **CUSP History**   * The lives of significant people *(Mary Anning and David Attenborough)* | **CUSP History**   * More lives of significant people (*Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.)* |
| **CUSP Music - Tuned and untuned percussion**  Singing   * Singing focus: Being together in music Block A * Control the voice – nursery rhymes Block A   Untuned percussion   * Untuned focus: Introducing rhythm and pulse Block B * Representing sounds pictorially Block B | **CUSP Music - Tuned and untuned percussion**  Singing   * Singing focus: Introducing pitch Block C * Identify changes in sounds (high/low) Block C   Untuned percussion   * Untuned focus: Introducing tempo and dynamic Block D * Identify changes in sounds (fast/slow, loud/soft) Block D | **CUSP Music - Tuned and untuned percussion**  Singing   * Singing focus: Exploring emotions through music Block E * Responding to music Block E   Untuned percussion   * Tuned focus: Introducing tempo and dynamic 2 Block F * Control and describe tempo and dynamic Block F |
| **Physical Education**   * Attack, defend, shoot. * Send & return | **Physical Education**   * Dance * Gymnastics | **Physical Education**   * Hit, catch, run. * Run, throw, jump |
| **PSHE - Jigsaw**   * Being Me In My World * Celebrating Difference | **PSHE - Jigsaw**   * Dreams And Goals * Healthy Me | **PSHE - Jigsaw**   * Relationships * Changing Me |
| **RE - Salford Agreed Syllabus of Religious Education**   * What makes some places sacred? * How do we celebrate special & sacred times? Christmas focus. | **RE - Salford Agreed Syllabus of Religious Education**   * What does it mean to belong to a faith community? * How and why do we celebrate special and sacred times? Easter Focus | **RE - Salford Agreed Syllabus of Religious Education**   * Who do Christians say made the world? * Who is a Christian and what do they believe? |

**Year 1 Autumn Teaching Sequence**

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| **YEAR 1 Autumn 2024** | | **Art and Design | Geography | History | DT | CPU** | |  | **Science (1.5 hours)** | |
| **Sep**  2 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment. | | | Cycle 1 | STRONG START | **Seasonal changes and daily weather** |
| 9 | Geography | Continents, Oceans, UK countries, capital cities and seas  Drawing Block A | |
| Art |
| 16 | History | Changes within living memory  Drawing | | What are the four seasons? |
| Art |
| 23 | Computing | Online safety  Drawing | | What’s the weather like in Autumn, Winter, Spring and Summer? |
| Art |
| 30 | Geography | Continents, Oceans, UK countries, capital cities and seas  Mechanisms Block A | | Why does day become night? |
| DT |
| **Oct**  7 | History | Changes within living memory  Mechanisms | | What makes a tree? | **Introduce Plants – evergreen and deciduous trees** |
| DT |
| 14 | Computing | Coding  Mechanisms | | What trees live around my school? |
| DT |
| 21 | **Half Term** | | | | |
| 28 | Geography | Continents, Oceans, UK countries, capital cities and seas  Painting Block B | | Cycle 2 | What’s the difference between trees? |
| Art |
| **Nov** 4 | History | Changes within living memory  Painting | | What is an animal? | **Introduce Animals, including humans** |
| Art |
| 11 | Computing | Coding  Painting | | What types of animals are there? |
| Art |
| 18 | Geography | Continents, Oceans, UK countries, capital cities and seas  Structures Block B | | What types of animals are there? |
| DT |
| 25 | History | Changes within living memory  Structures | | What is similar and what is different? |
| DT |
| **Dec**  2 | Computing | Spreadsheets  Structures | | What does food tell us about an animal?  What makes me an animal? What senses do I have? |
| DT |
| 9 | Geography | Continents, Oceans, UK countries, capital cities and seas  Changes within living memory | Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. | | | |
| History |
| 16 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment. Term ends **Thursday 19th December 2024** | | | | | |

**Year 1 Spring Teaching Sequence**

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| **YEAR 1 Spring 2025** | |  | | **Science** | |
| **Jan** 6 | Geography | Continents, Oceans, UK countries, capital cities and seas  Printmaking Block C | Cycle 3 | STRONG START | **Introduce Materials** |
| Art |
| 13 | History | The lives of significant people  Printmaking | What are materials? |
| Art |
| 20 | Computing | Lego builders  Printmaking | What are things made of in school? |
| Art |
| 27 | Geography | Hot and cold places  Food and Nutrition Block C | How can I describe materials? |
| DT |
| **Feb** 3 | History | The lives of significant people  Food and Nutrition | Which materials are waterproof and which are not? |
| DT |
| 10 | Computing | Maze explorers  Food and Nutrition | Which materials are transparent and which are opaque? |
| DT |
| 17 | **Half term** | | | | |
| 24 | Geography | Hot and cold places  Textiles Block D | Cycle 4 | What’s the best material for the job? Why? |  |
| Art |
| **Mar** 3 | History | The lives of significant people  Textiles | Revisit and name it | **Revisit Animals including humans** |
| Art |
| 10 | Computing | Animated story books  Textiles | Describe it |
| Art |
| 17 | Geography | Hot and cold places  Materials Block D | Sort it |
| DT |
| 24 | History | The lives of significant people  Materials |  |
| DT |
| 31 | Computing | Animated story books  Materials |  |
| DT |
| **Easter – 7th April – 22nd April 2025. (21st Easter Monday)** | | | | | |

**Year 1 Summer Teaching Sequence**

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| **YEAR 1 Summer 2025** | |  |  | **Science** | |
| **Apr** 22 | Geography | Hot and cold places  3D Block E | Cycle 5 | STRONG START | Plants |
| Art |
| 28 | History | More lives of significant people  3D | What are the parts of a plant? |
| Art |
| **May** 5 | Computing | Pictograms  3D | What are wild plants and where do you find them? |
| Art |
| 12 | Geography | Hot and cold places  Textiles Block E | What are garden plants and where do find you them? |
| DT |
| 19 | History | More lives of significant people  Textiles |  |
| DT |
| 26 | **Half Term** | | | | |
| **Jun** 2 | Computing | Pictograms  Textiles | Cycle 6 |  | |
| DT |
| 9 | Geography | Mapping and fieldwork  Collage Block F | Animals, including humans  Remember it | Revisit Plants, Animals including humans, Seasonal change and weather |
| Art |
| 16 | History | More lives of significant people  Collage | Animals, including humans  Elaborate it |
| Art |
| 23 | Computing | Grouping & sorting  Collage | Plants  Remember it |
| Art |
| 30 | Geography | Mapping and fieldwork  Food and Nutrition Block F |  | Class focused science to address misconceptions or deepen understanding |
| DT |
| **Jul** 7 | History | School study  Food and Nutrition |  |
| DT |
| 14 | Computing | Technology outside school  Food and Nutrition |  |
| DT |
| 21 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment. **Term ends 23rd July 25.** | | | | |