

Millfields Curriculum Long Term Overview		Y1 2024-2025				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><b>Fiction: Traditional and Fairy Tales</b></p> <p>This unit on traditional stories and fairy tales builds on pupils' experiences in the Foundation Stage and continues to develop the art of storytelling. Good quality picture books are used throughout this unit to enrich pupils' imaginations and vocabulary. The stories also provide excellent text models for developing pupils' own story writing.</p>	<p><b>Non Fiction: Reading and Writing for Information</b></p> <p>This unit teaches pupils some of the features and conventions associated with reading and writing for information. Pupils' experiences and interests are used to inform the selection of texts for exploration so that they appeal to and engage pupils' right from the start!</p>	<p><b>Fiction: Cumulative Stories</b></p> <p>Cumulative stories are ideal stories to teach younger pupils to build stamina and engagement at an early stage in reading and writing. They follow easily recognisable patterns and refrains that are fun and enjoyable for pupils to join in with.</p>	<p><b>Non Fiction: Recounts and Instructions</b></p> <p>This unit on recounts explores two elements of the genre: chronological recount and instructions. This will be linked to other curriculum areas, where appropriate, so that pupils have the opportunity to speak, read and write within relevant and meaningful contexts.</p>	<p><b>Fiction: Author Study</b></p> <p>The author study provides opportunities for pupils to explore in more depth the work of a particular author. Pupils find out about the work and life of the author. They read a selection of books with opportunities to develop their reading fluency and comprehension skills.</p>	<p><b>Poetry: Word Play On 3 Themes</b></p> <p>This unit encourages pupils to listen to, read and appreciate rhythm, rhyme and pattern. The poems engage pupils in poetry 'performance' on their own and collaboratively, including singing, adding music, rhythms or sounds, doing actions and acting out. These simple rhyme and pattern structures and frames are used to support their own poetry writing.</p>
Maths	<p><b>Place Value -</b> Count to 20 and estimate quantities Partition teen numbers; compare</p>	<p><b>Addition and Subtraction -</b> Add by counting on (numbers to 20) Number bonds to 10</p>	<p><b>Place Value -</b> 1 more and 1 less than 2-digit number</p>	<p><b>Fractions -</b> Understand halves and quarters Find half and quarter of amounts</p>	<p><b>Addition and Subtraction -</b> Add 10s and near 10s to a 2-digit number Subtract 10s/nr 10s</p>	<p><b>Addition and Subtraction -</b> Number facts to add and subtract money</p>

	<p>Count to 100 in 1s/10s; compare Say 1/10 more or less up to 100</p> <p><b>Addition and Subtraction -</b> Adding by counting on Partitioning to create number bonds Subtraction: count back/take away</p> <p><b>Shape and Data -</b> Explore shapes; do line symmetry Understand/identify 2-D shapes Sort 2-D shapes according to properties Understand/identify 3-D shapes Find half a shape</p>	<p>Say one more/one less up to 100</p> <p><b>Multiplication -</b> Even and odd numbers and doubles Counting in 2s; even/odd numbers Doubling and halving</p> <p><b>Time –</b> O'clock times and sequence events Days of the week, months of the year</p>	<p>Count in 10s; say numbers 10 more/less Place value in 2-digit numbers Counting in 5s</p> <p><b>Money -</b> Coins to 10p: identify and exchange Make amount/find possibilities</p> <p><b>Addition and Subtraction -</b> Number bonds to 8 and 9; doubles Use facts and doubles to add 3 numbers Find 10 more/less than 2-digit number Relate adding/subtracting using facts Add and subtract 10, 20, 30</p> <p><b>Place Value -</b></p>	<p><b>Measures and Data -</b> Measure using a uniform unit Compare and measure weights Measure lengths in cubes Find differences between lengths</p> <p><b>Money –</b> Use coins to pay amounts and find totals Find change; differences between amounts</p> <p><b>Time –</b> Analogue time to half/hour; sequencing Analogue and digital time to half/hour Units of time and ways of showing times</p>	<p>from 2-digit numbers Add/subtract 10, 11, 12</p> <p><b>Measures and Shape -</b> Compare and measure capacities Explore container capacities Recognise/describe 3-D shapes and turns</p> <p><b>Addition and Subtraction -</b> Number bonds to 10; add to next 10 Add by bridging 10 using number bonds Bridge 10 to subtract with number bonds</p> <p><b>Money –</b> Find totals of coins using number facts Change/differences in amounts of money Totals of amounts; change from 10p, 20p</p>	<p>Patterns to add/subt 1-digit numbers Patterns to add 1-digit to 2-digit numbers</p> <p><b>Multiplication, Division, Fractions -</b> Counting in 2s, 5s and 10s Division by finding how many sets Doubling and halving Multiplication and division as sets</p> <p><b>Data –</b> Measure time using different units Time data: graphs and pictograms</p>
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			Compare, order 2-digit numbers using PV Place value to order 2-digit no's; say 10 more/less			
Science	Materials and their properties – distinguishing between objects and the material they are made from. Identifying a variety of everyday materials and describing their properties.	Animals including humans – Identify and name a variety of common animals. Explore whether animals are carnivores, herbivores or omnivores.	Seasonal changes – Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	Biology- Animals including humans – Identify and name parts of the human body and say which part of the body is associated with each sense.	Plants - Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of common flowering plants.	Animals including humans - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
History	Toys from the past- What were toys like in the past? How are they different from toys in the present? What are the similarities? What are the differences?		Amelia Earheart - Who was she? Where was she from? When was she born? Why is she famous? Where did she go?  The First Aeroplane Flight – What did it look like? Who invented it?	The Titanic - What was it? When and where was it built? What was it made from? Who built it? Where was it going? What happened to it?		
Geography	Human and Physical Geography - Identify Key features of a city, town, village, farm, house, port, harbour. What do people do here? What will they see? How many	Continents and Oceans - Name and locate the world's seven continents and five oceans.	Human and Physical Geography - Explore key human Identify Key features of a city, town, village, farm, house, port, harbour.	Use a Compass - Use simple compass directions (North, South, East and West) and locational and directional language [for	Name and Locate the Four Countries of the UK - Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.	Human and Physical Geography - Explore key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river,

	people live here? Religions etc.			example, near and far; left and right].		soil, valley, vegetation, season and weather.
Computing	Computing systems and networks	Creating media-Digital Painting	Programming A – Moving a robot	Data and information-Grouping Data	Creating media-Digital Writing	Programming B-Programming Animations
RE	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like? 1.3 Christmas Week: MFS Why does Christmas matter to Christians? MFS Wise Men – notion of giving presents to say thanks to God. <b>Incarnation</b>	1.7 Who is Jewish and how do they live? <b>God, Torah, the people.</b> Easter week 1.5 Why does Easter matter to Christians? <b>Salvation</b>		1.2 Who do Christians say made the world? <b>Creation</b>	1.9 How should we care for the world and for others and why does it matter?
Art		Mark Making – Use a variety of tools, resources and materials to create different marks, including lines of varying lengths, thicknesses and shapes, creating patterns and rubbings.		Colour creations – Know the primary colours and how to use them to create secondary colours. Know how to make lighter and darker shade of a colour. Use collage and mixed media to create artwork inspired by famous artists.		Self portraits – Recall knowledge of mark making and the different techniques, resources and media available. Use clay to create a self portrait and show basic clay skills. Create a self portrait using collage. Explore a selection of

						portraits by famous artists.
DT	Moving Pictures – Mechanics and Materials: Observing and investigating sliding mechanisms, following a design to create a picture with a moving mechanism and evaluating own product.		Flying Kites - Structures/ Construction/ Materials: Understanding that some materials are better than others to make kites, observing tests and making predictions, construct a kite and evaluate.		Seaside Snacks – Food: Designing products and refining them, using tools effectively and safely, and selecting appropriate ingredients, and exploring how existing products have been made.	
Music	<p>Ourselves – Exploring sounds – Children explore ways of using their voices expressively. They develop skills of singing whilst performing actions, and create an expressive story.</p> <p>Number – Beat – Children develop a sense of steady beat through using movement, body percussion and instruments.</p>	<p>Animals – Pitch – Children develop an understanding of pitch through using movement, voice and instruments. They identify contrasts of high and low pitches, and create animal chants sounds and sequences.</p> <p>Weather – Exploring sounds – Children use voices, movement</p>	<p>Machines – Beat – Children explore beat through using movement, body percussion and instruments. They combine steady beat with word rhythms, and explore changes in tempo.</p> <p>Seasons – Pitch – Children develop further understanding of pitch movements. They explore pitch through singing,</p>	<p>Our school – Exploring sounds – Children explore sounds found in their school environment. They investigate ways to produce and record sounds, using ICT to stimulate musical ideas related to geography.</p> <p>Our Bodies – Beat – Children explore a sense of steady beat using their</p>	<p>Travel – Performing – Children develop their performance skills and learn songs about travel and transport from around the world.</p> <p>Pattern – Beat – Children develop an understanding of metre – groupings of steady beat – through counting, body percussion and reading scores.</p>	<p>Water – Pitch – Children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p> <p>Storytime – Exploring sounds – Children learn how music can be used to tell a story. They</p>

		and instruments to explore different ways that music can be used to describe the weather.	pitched percussion and listening games.	own bodies. They respond to music and play rhythm patterns on body percussion.		identify contrasts of fast and slow, loud and quiet, leading to a performance.
PE	Develop personal skills; working on simple tasks independently and asking for help when needed, whilst improving co-ordination and static balance.	Build social skills; working sensibly with others, offering praise and encouragement, whilst improving dynamic balance to agility and static balance.	Improve cognitive skills; understanding and following simple rules, and naming some things that you are good at, whilst improving dynamic and static balance.	Develop creativity; exploring and describing different movements, whilst improving ball skills and co-ordination, as well as counter-balances with a partner.	Build physical skills; linking two movements together with some control, whilst improving reaction and response skills, as well as the co-ordination to send and receive.	Improving health and fitness; developing an awareness of why exercise is important for good health, whilst building agility through ball chasing and static balance through floor work.
PHSE	Being me in my world – Understand my rights and responsibilities in class, know that my views are valued, make choices and understand their consequences.	Celebrating differences – Celebrate the difference between ourselves and others, understand the importance of friendship and kindness, and understand the concept of bullying.	Dreams and goals - Set goals and work out how to achieve them, take on new challenges and understand how this can stretch my learning, recognise feelings of success and ways to celebrate.	Healthy me – Understand the difference between healthy and unhealthy and know how to make the right choices to maintain a healthy lifestyle.	Relationships – Identify the importance of special relationships, recognise how these relationships help us to feel safe and good about ourselves, and show an appreciation for others.	Changing me – Explore the lifecycles of animals and humans, respect the changes seen in oneself and others and correctly name body parts that make girls and boys different.

Visits/trips/ experiences	Fairytale workshop/visitor - TBC	Pantomime Trip		Local park visit to explore all senses	Visit to a Synagogue	Trip to Forge Mill Farm.
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