Askam Village School Curriculum Plan – 2025-2026 - Year 1 Autumn Term

English	Maths	Science	Art and Design
Book Studies **SPaG – Autumn 1** Key focus skills: Handwriting (daily) Spellings (most days) Punctuation (most days) Basic Grammar (most days) Reading Comprehension Speaking and Listening **Autumn 2** **Astro Girl** **Outcomes:** Writing in role, commands, 'how to' guides **Main outcome**: Fact files about being astronauts *Read Write Inc Phonics, Reading Comprehension, Handwriting and Spelling.	**White Rose Maths** **Number** Place Value (within 10) **Number** Addition and Subtraction (within 10) **Geometry** Shape	**Forces, Earth and space** **Seasonal changes** Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and our choices about outfits. They plan and carry out their own weather reports, considering the knowledge required for this job. **Everyday materials** Identifying the difference between objects and materials, children explore their surroundings to find examples of each. They work scientifically by planning tests, making observations and recording data. Pupils use results to answer questions and sort and group materials based on their properties.	**Drawing** Show knowledge of the language and literacy to describe lines. Show control when using string and chalk to draw lines. Experiment with a range of mark-making techniques, responding appropriately to music. Colour neatly and carefully, featuring a range of different media and colours. Apply a range of marks successfully to a drawing. Produce a drawing that displays observational skill, experimenting with a range of lines and mark making.
Computing	**Design Technology**	**Geography**	**History**
Technology around us Recognising technology in school and using it responsibly. **Moving a robot** Writing short algorithms and programs for floor robots and predicting outcomes.	**Structures – Stable Structure** Explore stable shapes using innate sense of balance. Discover ways to make freestanding structure more stable with a wide or a heavy base. Design and make a fun and stable structure linked to our foundation subjects.	**What is it like here?** Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	**How am I making history?** Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.
Personal, Social, Health Education and Citizenship	**Music**	**Physical Education**	**Religious Education**
Me and My Relationships Bullying and teasing, our school rules about bullying, being a good friend, feelings/self-regulation. **Valuing Difference** Being kind and helpful to others, celebrating difference, people who help us, listening skills.	**Keeping the pulse** **My favourite things** Children explore keeping the pulse together through music and movement, by exploring their favourite things. **Tempo - Snail and mouse** Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow. **Harvest** & **Christmas songs**	**Fundamentals** Pupils will develop skills of balancing, running, changing direction, jumping, hopping and skipping. **Gymnastics** Pupils learn to explore and develop basic gymnastic actions on the floor and using apparatus. **Invasion Games.** Game's include football, handball, rugby, netball, basketball, hockey. In this unit, pupils develop their understanding of the principles of defending and attacking.	**Harvest 1.1 How can we help those who do not have a good harvest?** Which foods do you enjoy the most? Where does our food come from? Why to we celebrate Harvest festival? Why should we help those who do not have a good harvest? How can we help those who do not have a good harvest? **Unit 1.3 Christmas Why do we give and receive gifts?** Why do people give and receive gifts at Christmas? Why is Jesus described as a gift? How does it feel when you give and receive gifts? What is the best gift you have ever received?