



We are delighted to share an overview of the exciting learning journey your child will follow this year. At The Stoke Poges School, we want every child to feel inspired, challenged and proud of what they achieve. Our curriculum has been carefully designed to spark curiosity, develop important skills and nurture a love of learning that will last a lifetime.

In this booklet, you will find the key themes across each subject. It is intended as a guide to help you understand what your child will be learning and to support conversations at home. We hope it also gives you a sense of the variety and creativity that make our curriculum both engaging and enjoyable.

Working in partnership with you is central to your child's success. By sharing in their learning, celebrating their progress and encouraging their interests, you play a vital role in helping them flourish.





Reading	Writing	Maths
Pupils should be taught to: 1. Apply phonic knowledge and skills as the route to decode words 2. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 5. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Develop a pleasure in reading, motivation to read, vocabulary and understanding by: 6. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 7. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Understanding both the books they can already read accurately and fluently and those they listen by: 8. Checking that the text makes sense to them as they read and correcting inaccurate reading 9. Discussing the significance of the title and events 10. Predicting what might happen based on what has been read so far	<u>Spelling</u> 1. Spell words containing each of the 40+ phonemes already taught 2. Spell many common exception words 3. Name the letters of the alphabet in order 4. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <u>Handwriting</u> 5. Begin to form lower-case letters in the correct direction, starting and finishing in the right place 6. Form capital letters 7. Form digits 0-9 <u>Vocabulary and Grammar</u> 8. Use capital letters and full stops to demarcate most sentences accurately 9. Use question marks and exclamation marks to demarcate some sentences 10. Use capital letters for proper nouns and the personal pronoun 'I' 11. Join words and clauses using 'and' 12. Use simple past and present verbs mostly accurately <u>Composition</u> 13. Write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional) 14. Re-read what has been written to check that it makes sense	<u>Number and Place Value</u> 1. Count to and across 100, forwards and backwards, beginning with zero or one, or from any given number 2. Count, read and write numbers to 100 in numerals 3. Count in multiples, including ones, 2s, 5s and 10s 4. Identify one more and one less from a given number <u>Addition and Subtraction</u> 5. Represent and use number bonds and related subtraction facts within 20 <u>Fractions</u> 6. Recognise, find and name a half of one or two equal parts of an object 7. Recognise, find and name a half of one or two equal parts of a shape 8. Recognise, find and name a half of one or two equal parts of a quantity <u>Measurement</u> Compares, describes and solves practical problems for: 9. Lengths and heights e.g. long/short, longer/shorter, tall/short, double/half 10. Mass/weight e.g. heavy/light, heavier than, lighter than 11. Capacity and volume e.g. full/empty, more than, less than, half, half full, quarter 12. Time e.g. quicker, slower, earlier, later 13. Tell the time to the hour 14. Tell the time to half past the hour 15. Draw the hands on a clock face to show these times <u>Geometry (Properties of Shape)</u> 16. Recognise and name common 2-D shapes (e.g. rectangles (including squares), circles and triangles) 17. Recognise and name 3-D shapes e.g. cuboids (including cubes), pyramids and spheres



	Childhood Memory Box		Up and Away		Explorers	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Seasonal changes (studied throughout the year) Why does the weather change?	Everyday materials Are all materials the same?	Animals: Sensitive bodies Are humans different to all other animals? Why?	Animals: Comparing animals What did Jane Goodall find out?	Introduction to plants Do beans need water to grow?	Making connections What materials make the best home for an animal?
History	Toys How have toys changed?		Flight How did we learn to fly?		Explorers How have explorers changed the world?	
Geography		Where I live What is it like to live in my local area?		Weather What is the weather like in the UK?		Comparing the UK and China What is it like to live in Shanghai?
Art	Drawing Exploring Line and Shape		Painting Colour Splash		Craft and Design Woven Artwork	
DT		Mechanisms Sliders and levers: Card reveal slider		Freestanding Structures Hot air balloon		Food – selecting and preparing fruit and vegetables Fruit salad
Computing		Computing systems and networks Improving mouse skills	Programming 1 Algorithms unplugged	Online safety	Programming 2 Bee-Bots	Creating media Digital imagery

Music	Magic of Reggae Exploring sounds	Christmas pop songs Exploring duration	Sound of the '80s Exploring pulse and rhythm	C21st popular music Exploring pitch	Famous classical music Exploring instruments and symbols	Famous classical music Exploring texture, tempo and dynamics
PE	Fundamentals Team building	Ball skills Gymnastics	Sending and receiving Net and ball games	Striking and fielding Fitness	Athletics Dance	Target games Invasion games
RE	How did the world begin?	What do some people believe God looks like?	What is God's job?	What makes the world special?	How do we know that new babies are special?	Why should we care for others?
PSHE	Being in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Year 1 curriculum overview for parents and carers

Science curriculum overview

Autumn 1	Seasonal changes Reflecting on their own experiences, the children will learn about the four seasons and the weather associated with each. They will explore how seasonal changes affect trees, daylight hours and what they choose to wear. They will plan and carry out their own weather reports, considering the knowledge required for this job.	Autumn 2	Everyday materials Identifying the difference between objects and materials, the children will explore their surroundings to find examples of each. They will work scientifically by planning tests, making observations and recording data and then use their results to answer questions and group materials based on their properties.
Spring 1	Animals, including humans: Sensitive bodies The children will familiarise themselves with the basic parts of the human body. They will investigate their senses through stimulating experiences that highlight how we interact with the world around them. They will work scientifically, using their senses to make observations, spot patterns and use data to answer questions. The children will develop their understanding of how science can support those who have lost sensory function and consider how firefighters use their senses at work.	Spring 2	Animals, including humans: Comparing animals Studying both local and global animals, the children will identify common characteristics and physical features and use this information to make comparisons and classify animals. They will consider the most effective way to collect data about class pets and record their findings in a block chart. They will develop their understanding of classification by comparing the dietary habits of different animals and role-play as Jane Goodall carrying out research into chimpanzees in the wild.
Summer 1	Introduction to plants Venturing outside, the children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will use magnifying glasses to observe and name plant parts and draw and label diagrams of flowers. The children will closely observe leaves and sort them into groups based on their appearance. They will use non-standard units to measure leaf length and record their observations in a table. They will also investigate if beans need water for growth and identify edible plant parts.	Summer 2	Making connections: Investigating science through stories Using picture books and hands-on outdoor activities, the children will broaden their understanding of plants and animals. They will gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. The children will identify animals by closely observing footprints and construct waterproof animal homes with natural materials. They will sort birds according to their diet and seek patterns in their physical characteristics.

Please see the learning journey and long-term plan, which can be found on the website under ‘Teaching and Learning: Our Curriculum’

History and Geography curriculum overview

Autumn 1	How have toys changed over time? The children will investigate the past within living memory by exploring personal chronology and using photographs to ask and answer questions about the past. They will create simple timelines and begin to understand how their own lives fit into a sequence of events over time.	Autumn 2	What is it like here? The children will develop mapping skills by locating familiar features on aerial photographs and creating simple maps. They will use maps to follow routes around the school grounds and carry out an enquiry to identify ways to improve the playground.
Spring 1	How did we learn to fly? The children will learn about the history of flight by placing significant events on a timeline and discovering the individuals who helped shape aviation. They will build their understanding of chronology while exploring how developments in flight have changed over time.	Spring 2	What is the weather like in the UK? The children will learn about the countries and cities in the UK and how weather changes across the seasons. They will investigate weather patterns, consider how weather affects daily life and use weather maps to identify hot and cold places across the UK.
Summer 1	How have explorers changed the world? The children will discover how explorers have changed the world by learning about significant people and events beyond memory. They will create timelines, investigate journeys of exploration and compare exploration in the past with exploration today.	Summer 2	What is it like to live in Shanghai? The children will use a world map to start recognising continents, oceans and countries outside the UK with a focus on China. They will identify Shanghai's physical features using aerial photographs and maps before identifying human features by exploring land use. They will then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.

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Art and DT curriculum overview

Autumn 1	Drawing – Make your mark The children will explore line and shape through a range of materials and stimuli, with a focus on the work of Bridget Riley and Paul Klee. They will develop control and creativity by experimenting with expressive mark-making and portrait drawing, using lines and shapes to improve accuracy.	Autumn 2	Mechanisms – Sliders and levers The children will explore using sliders and levers. They will discuss how different mechanisms produce different types of movement. They will use technical vocabulary relevant to the project.
Spring 1	Painting and mixed media- Colour splash The children will explore colour mixing through paint play. They will use a range of tools and work on different surfaces. They will create paintings inspired by Clarice Cliff and Jasper Johns.	Spring 2	Freestanding structures The children will explore how to make freestanding structures stronger, stiffer and more stable. They will evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original criteria.
Summer 1	Craft and design - Woven artwork The children will develop fibre art skills such as plaiting, threading, knotting and weaving to create 3D woven artworks inspired by artists Cecilia Vicuna and Judith Scott. They will apply these techniques to create 3D woven artworks, experimenting with materials and structure.	Summer 2	Food – Selecting and preparing fruit and vegetables The children will learn about a range of fruit and vegetables and discuss where the food originates from. They will use basic principles of a healthy and varied diet to prepare a fruit salad.

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Computing curriculum overview

Autumn 1		Autumn 2	Computer systems and networks The children will explore different types of computers, their common parts and how they are used in everyday life. They will learn to log in, use software, create and save digital work, and develop their understanding of how digital devices connect and share information online.
Spring 1	Programming – Commands unplugged The children will explore commands and instructions through a range of unplugged games and activities while developing an understanding of key programming vocabulary. Pupils apply their learning by following and creating simple instructions to predict and control outcomes.	Spring 2	Online safety The children will explore online safety, including how to stay safe online, manage emotions when something upsets them, and understand their responsibilities as digital users.
Summer 1	Programming – Bee-Bots The children will explore commands, instructions and errors through programming a Bee-Bot and learning how sequences control movement. They will practise debugging and apply logical thinking to predict, test and improve simple programs.	Summer 2	Creating media – digital imagery The children will create digital content by using simple digital tools to make drawings, text and recordings. They will follow models to express their ideas, develop confidence using technology and begin to evaluate digital media by talking about their own and others' work.

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Music curriculum overview

Autumn 1	Magic of Reggae Exploring sounds.	Autumn 2	Pop songs Exploring duration.
Spring 1	Sound of the '80s Exploring pulse and rhythm.	Spring 2	Twenty-first-century popular music Exploring pitch.
Summer 1	Famous classical music Exploring instruments and symbols.	Summer 2	Famous classical music Exploring texture, tempo and dynamics.

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PE curriculum overview

Autumn 1	Fundamentals In this unit children will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as combination. They will work collaboratively with others, taking turns and sharing ideas Team building In this unit children will develop their teamwork skills. They will work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They will develop key skills of communication and problem solving. They will be given the opportunity to discuss and plan their ideas and reflect on their success.	Autumn 2	Ball skills In this unit, children will explore and develop ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. They will have the opportunity to work independently, and collaboratively in pairs and small groups. Gymnastics In this unit, children will explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling will be used individually and in combination to create movement sequences. They will begin to understand the use of levels, directions and shapes when travelling and balancing.
Spring 1	Sending and receiving In this unit, children will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will be given opportunities to work with a range of different-sized balls. They will understand the importance of abiding by the rules to keep themselves and others safe. Net and ball games In this unit, children will develop their understanding of attacking and defending principles in net games, such as using a ready position to defend their court and placement of a ball into space. They will use and develop skills such as throwing, catching, tracking and hitting a ball. They will learn how to score points in these types of games	Spring 2	Striking and fielding In this unit children will develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They will use and develop skills such as throwing and catching, tracking a ball and striking a ball. They will learn to score points in these types of games, how to play to the rules and use simple tactics. They will show respect towards others when playing competitively and develop communication skills to manage small-sided games. Fitness In this unit, children will develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.
Summer 1	Athletics In this unit, children will develop skills required in athletics such as running at different speeds, changing direction, jumping and throwing. In all athletics-based activities, they will engage in performing skills and measuring performance, competing to improve on their own score and against others. Dance In this unit, children will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Children will copy and repeat actions linking them together to make short dance phrases. They will work individually and with a partner to create ideas in relation to the dance.	Summer 2	Target games In this unit children will develop their understanding of the principles of defending and attacking for target games. They will use both underarm and overarm and will be given opportunities to select and apply the appropriate action for the target, considering the size and distance of the challenge. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics. Invasion games In this unit, children will develop their understanding of attacking and defending and what being in possession means. They will use and develop skills such as sending and receiving, as well as dribbling, with both feet and hands. They will have the opportunity to play uneven and even sided games. They will learn how to score points in these types of games and how to play to the rules.

RE curriculum overview

Autumn 1	How did the world begin? The children will explore creation stories from different traditions by presenting ideas about creators and creation through art and language. They will consider how creation stories help some people understand what God is like and reflect on their own ideas about how the world began.	Autumn 2	What do some people believe God looks like? The children will examine different representations of God by exploring Islamic art, Hindu avatars images from the Christmas story. They will consider how people express beliefs through words and images, create their own artwork and reflect on why representing ideas about God can be challenging.
Spring 1	What is God's job? Investigating the roles of God through stories and sacred texts, the children will examine the roles and actions attributed to God and consider what these beliefs mean to different people.	Spring 2	Why should we care for the world? The children will explore creation stories, religious teachings and quotations about the relationship between humans and nature. They will investigate different viewpoints and reflect on how beliefs can influence attitudes towards caring for the world.
Summer 1	How do we know new babies are special? The children will investigate how different people welcome a new baby by exploring ceremonies through quotes, videos and pictures. They will examine the symbolism behind these celebrations and identify similarities and differences between the ways people from different worldviews mark this special event.	Summer 2	Why should we care for others? The children will examine the impact of caring actions by investigating stories and guidance from different traditions and worldviews. They will discover different ways people help others and consider why generosity and kindness are important.

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PSHE curriculum overview

Autumn 1	Being Me in My World <i>Knowledge</i> • Understand the rights and responsibilities of a member of a class • Understand that their views are important • Understand that their choices have consequences • Understand their own rights and responsibilities with their classroom <i>Social and Emotional Skills</i> • Understanding that they are special • Understand that they are safe in their class • Identifying helpful behaviours to make the class a safe place • Identify what it's like to feel proud of an achievement • Recognise feelings associated with positive and negative consequences • Understand that they have choices	Autumn 2	Celebrating Difference <i>Knowledge</i> • Know that people have differences and similarities • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know skills to make friendships • Know that people are unique and that it is OK to be different <i>Social and Emotional Skills</i> • Recognise ways in which they are the same as their friends and ways they are different • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special
Spring 1	Dreams and Goals <i>Knowledge</i> • Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved <i>Social and Emotional Skills</i> • Recognise things that they do well • Explain how they learn best • Celebrate an achievement with a friend • Recognise their own feelings when faced with a challenge • Recognise their own feelings when they are faced with an obstacle • Recognise how they feel when they overcome an obstacle • Can store feelings of success so that they can be used in the future	Spring 2	Healthy Me <i>Knowledge</i> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep themselves clean and healthy • Know that germs cause disease / illness • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know about people who can keep them safe <i>Social and Emotional Skills</i> • Feel good about themselves when they make healthy choices • Realise that they are special • Keep themselves safe • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Recognise how being healthy helps them to feel happy

Summer 1	Relationships <i>Knowledge</i> • Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care • Know how to make a friend • Know the characteristics of healthy and safe friends • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school community <i>Social and Emotional Skills</i> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship	Summer 2	Changing Me <i>Knowledge</i> • Know that animals, including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates, and that is normal • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that learning brings about change <i>Social and Emotional Skills</i> • Understand and accept that change is a natural part of getting older • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning • Can suggest ways to manage change e.g. moving to a new class
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