

Curriculum Overview for Year 1



ENGLISH - READING

End of Year 1 objectives:

Pupils will be taught to

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs (that have been taught
- Read common exception words (CEWs), noting unusual correspondences between spelling and sound and where these occur in the word
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- Read other words of more than one syllable that contain taught GPCs
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- 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
- Re-read these books to build up their fluency and confidence in word reading.
- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Link what they read or hear read to their own experiences
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Recognize and join in with predictable phrases
- Learn to appreciate rhymes and poems, and to recite some by heart
- Understand both the books they can already read accurately and fluently and those they listen to by:
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read and correcting inaccurate reading
- Discuss the significance of the title and events
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

ENGLISH - WRITING AND HANDWRITING

Pupils will be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

ENGLISH - GRAMMAR AND SPELLING

Pupils will be taught to:

- Leave spaces between words
- Join words and joining sentences using **and**
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Learn and use the grammatical terminology as outlined in Year 1 Curriculum.

Spell:

- Words containing each of the 40+ phonemes already taught
- Common exception words
- The days of the week
- Name the letters of the alphabet:
- Recite the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
- Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Use the prefix un-
- Use -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest)
- Apply simple spelling rules and guidelines.
- Write from memory simple sentences dictated by the teacher that include words taught so far.

MATHS - NUMBER AND CALCULATION

Pupils will be taught to:

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- Given a number, identify one more and one less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words.
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$.
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

MATHS - GEOMETRY AND MEASURES

Pupils will be taught to compare, describe and solve practical problems for:

- Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Mass/weight [for example, heavy/light, heavier than, lighter than]
- Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- Time [for example, quicker, slower, earlier, later]

They will measure and begin to record the following:

- Lengths and height
- Mass/weight
- Capacity and volume
- Time (hours, minutes, seconds)

They will:

- Recognize and know the value of different denominations of coins and notes
- Sequence events in chronological order using language such as **before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening**
- Recognize and use language relating to dates, including days of the week, weeks, months and years
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Recognize and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

MATHS - FRACTIONS

Pupils will be taught to:

- Recognize, find and name a half as one of two equal parts of an object, shape or quantity
- Recognize, find and name a quarter as one of four equal parts of an object, shape or quantity.

SCIENCE - WORKING SCIENTIFICALLY

Pupils will be:

- Asking simple questions and recognizing that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

SCIENCE - BIOLOGY

End of Year 1 objectives:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

SCIENCE - PHYSICAL

Year 1 key skills coverage

Pupils will:

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

HISTORY

End of key stage objectives:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

Year 1 key skills coverage

Pupils will:

- sequence simple pictures within their own experiences.
- use words and phrases such as 'old', 'new' and 'a long time ago', e.g., explaining how they have changed since they were born.
- recognise that some objects belong to the past.
- explain how some people have helped us to have better lives.
- compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods.
- learn about significant people: Florence Nightingale, Dr Barnado, Nelson Mandela.
- give a simple explanation of a consequence to an action specifically a result of an event or action of an individual.
- write simple sentences to describe an event or period of time.
- obtain ideas about the past from pictures.
- ask and answer questions about old and new objects.

GEOGRAPHY

End of key stage objectives:

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary to refer to:

- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbor and shop

Geographical skills and fieldwork

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Year 1 key skills coverage

Pupils will:

- Ask and answer geographical questions such as: what is this place like? What or who will I see in this place? What do people do in this place?
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (our local area)
- Identify seasonal and daily weather patterns in the United Kingdom.
- Use simple locational and directional language (near, far, left and right)
- Use simple fieldwork and observational skills to study the geography of their school.

ART & DESIGN

End of key stage objectives:

Pupils will be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Year 1 key skills coverage

Pupils will:

- Experiment with different materials to design and make products.
- Explain what they like about the work of others.
- Know the names of tools, techniques and elements that they use
- Use a variety of tools including pencils, rubbers, crayons. Pastels, felt tips, charcoal, ball points, chalk and other dry media to represent objects in lines.
- Explore mark making using a variety of tools.
- Make structures by joining simple objects together.
- Cut, glue and trim material to create images from a variety of media eg photocopies, fabric, crepe paper, magazines.
- Make marks in print using found objects and basic tools and use these to make repeating patterns.
- Sort, cut and shape fabrics and experiment with ways of joining them.

COMPUTING

End of key stage objectives

Pupils will be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behavior of simple programs
- Use technology purposefully to create, organize, store, manipulate and retrieve digital content
- Recognize common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Year 1 key skills coverage

Pupils will:

- Create a simple program using a visual programming language e.g. Beebot.
- Begin to identify and correct errors in algorithms and programs with teacher support (debugging).
- Understand and give a simple explanation of what an algorithm is.
- Understand that programs execute by following the instructions exactly.
- Click on the safety button or minimise/switch off the screen to hide inappropriate content.
- Know what to do if they see something on the computer which upsets them.
- Understand that messages we send must be kind and polite
- Look at websites with the teacher and discuss what they see.
- Click hyperlinks in a website.
- Use the 'back' button to load the previous web page.
- Use the home button to navigate back to the page they started on.
- Know that information can be found using the internet.
- Explain how and why technology is used in the home and at school
- Turn on and shut down a PC, laptop and tablet device.
- Use a mouse, mouse pad and touch screen to navigate around a screen.
- Print their work

- Begin to locate letter, punctuation and number keys on a keyboard; begin to use backspace, shift, space, enter.
- Type captions, phrases or sentences.
- Insert/ delete a word using the mouse and arrow keys.
- Add an image using clip art
- Use art software to: click and drag a brush, change colour, clear the screen and fill a shape.
- Use the shape tools to draw.
- Move images and text on the screen.
- Use solid, pattern and gradient fills.
- Change the width of brush, spray and lines.
- Re- size an object
- Understand that there are different types of information - text, images and sound.
- As a class, enter information into a table to make a pictogram or graph.
- Talk about the results shown on my pictogram or graph.

DESIGN & TECHNOLOGY

End of key stage objectives

Pupils will be taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Year 1 key skills coverage

Pupils will:

- create a simple design for a product stating whether the product is for themselves or others.
- use pictures and words to describe what he/she wants to do.
- select from and use a range of tools and equipment to perform practical tasks (Eg. Cutting, shaping, joining and finishing).
- cut, join and combine materials and components safely.
- build structures, exploring how they can be made stronger, stiffer and more stable.
- use wheels and axles in a product.

MUSIC

End of key stage objectives

Pupils will be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and un tuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music

Year 1 key skills coverage

Pupils will:

- Sing songs, rounds and chants building rhythmic and melodic memory.
- Begin to use correct technique for a range of percussion instruments.
- Keep a steady beat and copy simple rhythm patterns.
- Respond to changes in character through movement, words or pictures.
- Talk about music heard with appropriate vocabulary, giving opinions.
- Pitch: recognise and respond to high and low sounds.
- Duration: recognise and respond to steady beats and patterns of long and short sounds.
- Dynamics: Understand loud, quiet and silence.
- Tempo: Understand fast and slow.
- Timbre: Identify families of school percussion instruments and their properties by sound.
- Texture: Recognise and respond to one sound and to many sounds.
- Structure: Understand and identify the use of beginning, middle, end and the use of introduction and repetition.

PHYSICAL EDUCATION

End of key stage objectives

Pupils will be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

Year 1 key skills coverage

Pupils will:

- Copy and remember moves and positions.
- Move with careful control and coordination.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea.
- Copy and remember actions.
- Move with some control and awareness of space.
- Link two or more actions to make a sequence.
- Show contrasts (such as small/tall, straight/curved and wide/narrow).
- Travel by rolling forwards, backwards and sideways.
- Hold a position whilst balancing on different points of the body.
- Climb safely on equipment.
- Stretch and curl to develop flexibility.
- Jump in a variety of ways and land with increasing control and balance.
- Use the terms 'opponent' and 'team-mate'
- Use rolling, hitting, running, jumping, catching and kicking skills in combination.
- Develop tactics.
- Lead others when appropriate.

RELIGIOUS EDUCATION

End of key stage objectives

Pupils will be taught to:

Year 1 key skills coverage

- Talk about things which are special to them and how some books are special to religious believers.
- Explore and ask questions about the meanings of stories
- Name places of worship and talk about why some places, symbols and customs are special
- Notice what happens in special places or on special occasions and ask questions about this
- Recount and ask questions about religious stories
- Respond with answers about how to care for others
- Name some celebrations and talk about how these are celebrated
- Talk about their experiences and feelings connected to celebrations or customs
- Explore and ask questions about the meanings of celebrations
- Understand what it means to belong to a church or mosque.
- Explore what 'caring' looks like for different pupils and different people faith backgrounds.
- Develop skills in reflection and communication and encourage self-esteem and empathy.

Christian Values:

- Autumn 1 - Friendship
- Autumn 2 - Humility
- Spring 1 - Truthfulness
- Spring 2 - Respect and reverence
- Summer 1 - Compassion
- Summer 2 - Justice

MODERN LANGUAGES

Not statutory for KS1

SPECIAL EVENTS

- Jeans for Genes Non-Uniform Day
- Harvest Festival Church Service
- Travelling Book Fayre
- Children in Need Non-Uniform Day
- Anti-Bullying Week
- Class Assembly
- Famous People Day
- Christmas Discos
- Christmas Fayre
- KS1 Christmas Concert
- Christmas Gift Day
- Christmas Parties
- Christmas Church Service
- World Book Day
- Easter Church Service
- Summer Discos
- Summer Fayre
- Sports Day
- Year 5/6 Concert
- End of Year Church Service

POSSIBLE VISITS AND VISITORS

- Square Chapel Theatre to see The Nutcracker
- Yorkshire Wildlife Park School Trip

PSHCE

Children will be taught:

- Autumn 1 - Healthy Lifestyles
- Autumn 2 - Growing and Changing; Keeping Safe
- Spring 1 - Feelings and Emotions; Healthy Relationships
- Spring 2 - Celebrating strengths, setting goals
- Summer 1 - Taking care of the environment; money matters
- Summer 2 - Citizenship: rules and responsibilities