

Year 1

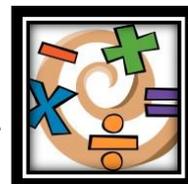
Curriculum Overview

2017 - 2018

| | |
|---|---|
| Numeracy..... | 3 |
| Autumn: | 3 |
| To know and use numbers | 3 |
| To add and subtract..... | 3 |
| To multiply and divide | 3 |
| Spring:..... | 3 |
| To use fractions | 3 |
| To understand the properties of shapes | 3 |
| To use measures | 3 |
| Summer: | 3 |
| To describe position and direction | 3 |
| To use statistics | 4 |
| To use algebra | 4 |
| Literacy | 4 |
| Autumn: | 4 |
| Spoken Language..... | 4 |
| Reading (comprehension) | 4 |
| Reading – Word Reading | 4 |
| Writing (composition) | 4 |
| Writing (vocab, punctuation, grammar) | 5 |
| Spelling | 5 |
| Handwriting | 5 |
| Spring..... | 5 |
| Spoken Language..... | 5 |
| Reading (comprehension) | 5 |
| Reading- Word Reading..... | 5 |
| Writing (composition) | 6 |
| Writing – Vocabulary, Grammar and Punctuation | 6 |
| Spelling..... | 6 |
| Handwriting | 6 |
| Summer | 6 |
| Spoken Language..... | 6 |
| Reading (comprehension) | 7 |
| Reading – Word Reading | 7 |
| Writing (composition) | 7 |
| Writing – Vocabulary, Grammar and Punctuation..... | 7 |
| Spelling | 8 |
| Handwriting | 8 |
| Art:..... | 8 |
| Autumn | 8 |
| Spring..... | 8 |
| Summer | 8 |
| DT:..... | 8 |

| | |
|--------------------------------------|----|
| Autumn | 8 |
| Spring | 9 |
| Summer | 9 |
| Geography: | 9 |
| Autumn | 9 |
| Spring | 9 |
| Summer | 9 |
| History: | 9 |
| Autumn | 9 |
| Spring | 10 |
| Summer | 10 |
| Science: | 10 |
| Autumn | 10 |
| Spring | 10 |
| Summer | 10 |
| RE: | 10 |
| Autumn | 10 |
| Spring | 11 |
| Summer | 11 |
| Computing: | 11 |
| Autumn | 11 |
| Spring | 11 |
| Summer | 11 |
| Music | 11 |
| Autumn | 11 |
| Spring | 12 |
| Summer | 12 |
| Physical Education | 12 |
| Sports and activities covered: | 12 |
| Autumn | 12 |
| Spring | 12 |
| Summer | 12 |

Numeracy



Autumn:

To know and use numbers

- Given a number, identify one more and one less
- 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
- Read and write numbers from 1 to 20 in numerals and words.
- 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

To add and subtract

- 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 $7 = ? - 9$.

Spring:

To multiply and divide

- **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.**

To use fractions

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

To use measures

- 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]
- Measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise 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.

Summer:

To understand the properties of shapes

- **Recognise 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].**

To describe position and

- Describe position, direction and movement, including whole, half, quarter and three quarter turns.

direction

To use statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.

To use algebra

- Solve addition and subtraction problems involving missing numbers.

Literacy

Autumn:

Spoken Language

- Listen and respond appropriately to adults and their peers.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Ask relevant questions to extend their understanding and knowledge
- Articulate and justify answers, arguments and opinions
- Use spoken language to develop understanding through imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions

Reading (comprehension)

Develop pleasure in reading, motivation to read, vocabulary, and understanding by:

- Listening to and discuss a wide range of stories and poems at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Learning to appreciate rhymes and poems, and to recite some by heart
- Recognising and join in with predictable phrases

Understand both the books they can read already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Discussing the significance of title and events
- Making inferences on the basis of what is being said
- Predicting 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 being read to them
- Discussing word meanings, linking new meanings to those already known

Reading – Word Reading

- 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, noting unusual correspondences between spelling and sound and where these occur in the word

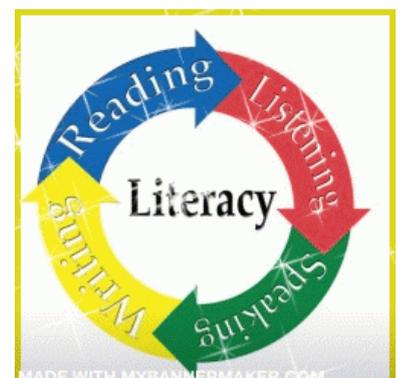
Writing (composition)

Writing topics covered:

- Labels, lists, captions and sentences
- Stories with a familiar setting
- Bonfire poetry
- Predictable and patterned language (based on the book 'WOW! Said the Owl')

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



- Discussing what they have written with the teacher.
- Reading aloud their writing clearly enough to be heard by their peers and the teacher.

Writing (vocab, punctuation, grammar)

Develop their understanding by:

- Leaving spaces between words
- Beginning to punctuate sentences with a capital letter and a full stop.
- Joining words and joining clauses using and
- Use Capital letters for names and for the personal pronoun I

Spelling

Spell by:

- Using the 40+ phonemes already taught to spell words
- Learning to spell common exception words
- Learning to spell the days of the week

Handwriting

Pupils should be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly
- Form lower-case letters in the correct direction, starting and finishing in the right place form capital letters
- Form digits 0-9

Spring

Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, and role play.
- Articulate and justify answers, arguments and opinions
- Gain, maintain and monitor the interest of the listener(s)



Reading (comprehension)

Develop pleasure in reading, motivation to read, vocabulary, and understanding by:

- Listening to and discuss a wide range of stories and poems at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Learning to appreciate rhymes and poems, and to recite some by heart
- Recognising and join in with predictable phrases.
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- predicting what might happen on the basis of what has been read so far

Reading- Word Reading

- 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, 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
- Re-read books to build up their fluency and confidence in word reading.

Writing (composition)

Writing topics covered:

- Clown poetry
- Traditional tales and stories (Jack and the Beanstalk)
- Non-chronological reports (based on The Circus)
- Recounts

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.

Writing – Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts by:

- Joining words and joining clauses using and
- Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation
- Capital letters for names of people, places, and for the personal pronoun I
- Use the grammatical terminology in English Appendix 2 in discussing their writing (letter, capital letter, word, sentence, punctuation, full stop, exclamation mark)

Spelling

Spell by:

- Using the 40+ phonemes already taught to spell words
- Learning to spell common exception words
- Learning to spell the days of the week
- Naming the letters of the alphabet in order
- Using letter names to distinguish between alternative spellings of the same sound

Handwriting

Pupils should be taught to:

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

Summer

Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Articulate and justify answers, arguments and opinions
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

- Gain, maintain and monitor the interest of the listener(s)
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Reading (comprehension)

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discuss a wide range of non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear read to their own experiences
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Recognising and joining in with predictable phrases
- Discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Discuss the significance of the title and events
- Making inferences on the basis of what is being said and done
- Predicting 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

Reading – Word Reading

- 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, noting unusual correspondences between spelling and sound and where these occur in the word
- Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- Re-read books to build up their fluency and confidence in word reading
- 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

Writing (composition)

Writing topics covered:

- Fantasy stories
- Traditional stories (The Three Little Pigs)
- Information texts (linked to homes)
- Instructions

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
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discussing 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.

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

- Joining words and joining clauses using and
- Punctuating sentences using a capital letter and a full stop, question mark or exclamation
- Capital letters for names of people, places, the days of the week, and for the personal pronoun I
- Use the grammatical terminology in English Appendix 2 in discussing their writing (letter, capital letter, word, sentence, punctuation, full stop, exclamation mark)

Spelling

Spell by:

- Using the 40+ phonemes already taught to spell words
- Learning to spell common exception words
- Learning to spell the days of the week
- Naming the letters of the alphabet in order
- Using letter names to distinguish between alternative spellings of the same sound
- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Using the prefix un–
- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

Pupils should be taught to:

- Form lower-case letters in the correct direction, starting and finishing in the right place form capital letters
- Form digits 0-9
- Form capital letters
- Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Art:

Autumn

As part of the Holidays and Day and Night unit, pupils will:

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share ideas, experiences and imagination
- Learn 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.



Spring

As part of the Circus unit, pupils will:

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Summer

As part of the Plants and animals, and Buildings unit, pupils will:

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn 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.

DT:

Autumn

As part of the Holidays and Day and Night unit, pupils will:

Spring

- 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 [for example, Mary Seacole]

Summer

- 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 Great Fire of London]
- Significant historical events, people and places.

Science:

Throughout the year children will:

- Asking simple questions and recognising 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



Autumn

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Spring

- 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

Summer

- 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.
- 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
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Observe changes across the four seasons

RE:

Autumn

Who is special to us?

- **Symbols and actions:** Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.



- **Different responses to ultimate questions:** Notice and respond sensitively to some similarities between different religions and non-religious perspectives in their approach to questions of beliefs and meaning

Spring

How do Christians and Muslims celebrate new life?

- **Worship, rituals and ways of life:** Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- **Symbols and actions:** Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- **Different responses to ultimate questions:** Notice and respond sensitively to some similarities between different religions and non-religious perspectives in their approach to questions of beliefs and meaning
- **Identity and belonging:** Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

Summer

Which books and stories are special?

- **Sources of wisdom:** Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- **Impact of belief on choices:** Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- **Different responses to ultimate questions** Notice and respond sensitively to some similarities between different religions and non-religious perspectives in their approach to questions of beliefs and meaning

Computing:

Autumn

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school

Spring

- 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 behaviour of simple programs
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Summer

- 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 behaviour of simple programs
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Music

Autumn

As part of the Holidays and Day and Night unit, pupils will:

- Use their voices expressively and creatively by singing and following the melody of songs and speaking chants and rhymes



- Play simple rhythmic patterns on tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music and notice when something gets faster, changes pitch or is repeated
- Experiment with, create, select and combine sounds

Spring

As part of the Circus unit, pupils will:

- Use their voices expressively and creatively by singing and following the melody of songs and speaking chants and rhymes
- Play simple rhythmic patterns on tuned and out of tune instruments musically listen with concentration and understanding to a range of high-quality live and recorded music and notice when something gets faster, changes pitch or is repeated
- Experiment with, create, select and combine sounds
- Listen with concentration and understanding to a range of high quality live and recorded music

Summer

As part of the Plants and Animals unit, pupils will:

- Use their voices expressively and creatively by singing and following the melody of songs and speaking chants and rhymes
- Play simple rhythmic patterns on tuned and out of tune instruments musically listen with concentration and understanding to a range of high-quality live and recorded music and notice when something gets faster, changes pitch or is repeated
- Experiment with, create, select and combine sounds
- Listen with concentration and understanding to a range of high quality live and recorded music

Physical Education

Sports and activities covered:

- Dance
- Gymnastics
- Games and basic skills
- Athletics
- Swimming

Autumn

- Perform dances using simple movement patterns.
- 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

Spring

- Perform dances using simple movement patterns.
- 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

Summer

- 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
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].