|  |
| --- |
| Year 1 Curriculum Overview |
| English  **Reading**  • grapheme phoneme correspondance  • for any given phoneme, write the common graphemes;  • apply phonics knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable;  • read and spell phonically decodable two-syllable and three-syllable words;  • read and spell all taught common exception words;  • form each letter correctly;  • use alternative ways of pronouncing and representing the long vowel phonemes.  **Comprehension**  Develop pleasure in reading, motivation to read, vocabulary and understanding by:   * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear 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 * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known   Understand both the books that they can already read accurately and fluently and those that 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 * discussing 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   **Spelling Punctuation and Grammar**  Spell- words containing each of the 40+ phonemes already taught, days of the week and common exception words  Use letter names and know the alphabet in order  Add prefix and suffixes (ing, ed, er, est, un)  Use s or es  Capital letters, finger spaces, full stops, question marks exclamation mark  Use conjunctions  Use capital letters for names of people, places and days of the week, and personal pronoun I  English appendix 1  **Handwriting**  Suitable posture  Letter and number formation-lower and upper case  Handwriting families  Say out loud their sentences  Structure sentences in sequence  Re-read and check errors  Read aloud and discuss |
| Maths  Sort objects Count objects Represent objects  Count, read and write forwards from any number 0 to 10  Count, read and write backwards from any number 0 to 10  Count one more Count one less  One-to-one correspondence to start to compare groups  Compare groups using language such as equal, more/greater, less/fewer  Introduce and = symbols Compare numbers  Order groups of objects  Order numbers  Ordinal numbers (1st, 2nd, 3rd …)  The number line  Subtraction – finding the difference/not crossing 10 and crossing 10  Comparing addition and subtraction statements a + b > c  Comparing addition and subtraction statements a + b > c + d  Count forwards and backwards and write numbers to 20 in numerals and words  Numbers from 11 to 20 up to 50 counting forwards and back to 100  Partition numbers  Tens and ones Count  one more and one less/add by counting on  Compare groups of objects Compare numbers  Order groups of objects Order numbers  Find and make number bonds |
| PSHE  Health and well being  what keeping healthy means; about foods that support good health and the risks of eating too much sugar, how physical activity helps us to stay healthy; and ways to be physically active everyday about why sleep is important and different ways to rest and relax, simple hygiene routines that can stop germs from spreading, that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy, about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health, how to keep safe in the sun and protect skin from sun damage, about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV, about the people who help us to stay physically healthy,  Feelings  about different feelings that humans can experience, how to recognise and name different feelings, how feelings can affect people’s bodies and how they behave, how to recognise what others might be feeling, to recognise that not everyone feels the same at the same time, or feels the same about the same things, about ways of sharing feelings; a range of words to describe feelings, about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep), different things they can do to manage big feelings, to help calm themselves down and/ or change their mood when they don’t feel good. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. to recognise what makes them special. to recognise the ways in which we are all unique. to identify what they are good at, what they like and dislike. how to manage when finding things difficult.  Body parts and keeping safe  to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about growing and changing from young to old and how people’s needs change. about preparing to move to a new class/year group, about rules and age restrictions that keep us safe, to recognise risk in simple everyday situations and what action to take to minimise harm about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) that household products (including medicines) can be harmful if not used correctly. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely, about the people whose job it is to help keep us safe, basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them, about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say) about things that people can put into their body or on their skin; how these can affect how people feel  People  About the roles different people (e.g. acquaintances, friends and relatives) play in our lives. To identify the people who love and care for them and what they do to help them feel cared for. About different types of families including those that may be different to their own. To identify common features of family life. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. About how people make friends and what makes a good friendship. About how to recognise when they or someone else feels lonely and what to do. Simple strategies to resolve arguments between friends positively. How to ask for help if a friendship is making them feel unhappy. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online. About how people may feel if they experience hurtful behaviour or bullying. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.  Privacy  To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. That sometimes people may behave differently online, including by pretending to be someone they are not. How to respond safely to adults they don’t know. About how to respond if physical contact makes them feel uncomfortable or unsafe. About knowing there are situations when they should ask for permission and also when their permission should be sought. About the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually). Basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard. About what is kind and unkind behaviour, and how this can affect others. About how to treat themselves and others with respect; how to be polite and courteous. To recognise the ways in which they are the same and different to others. How to listen to other people and play and work cooperatively. How to talk about and share their opinions on things that matter to them  Rules and responsibility  about what rules are, why they are needed, and why different rules are needed for different situations. how people and other living things have different needs; about the responsibilities of caring for them. about things they can do to help look after their environment. about the different groups they belong to. about the different roles and responsibilities people have in their community. to recognise the ways they are the same as, and different to, other people. about how the internet and digital devices can be used safely to find things out and to communicate with others. about the role of the internet in everyday life. that not all information seen online is true. what money is; forms that money comes in; that money comes from different sources. that people make different choices about how to save and spend money. about the difference between needs and wants; that sometimes people may not always be able to have the things they want. that money needs to be looked after; different ways of doing this. that everyone has different strengths. that jobs help people to earn money to pay for things. different jobs that people they know or people who work in the community do. about some of the strengths and interests someone might need to do different jobs |
| Science  Body parts in humans and animals. Similarities and differences between living and non living things. Identify changes in living things as they get older.  name some common plants, identify the leaf, root, stem and flower of a plant; recognise that plants are living and need water and light to grow and recognise they can investigate the conditions plants need for growth  name some common materials; make observations of these and of common objects, communicate these using terms eg bendy, rough, hard; suggest how to test an idea and say what the result of the test show  naming a number of light sources, including the Sun; recognise that they cannot see in the dark; describe and compare some light sources and explain why it is dangerous to look at the Sun  observe, describe and compare movements they make and movements of objects in terms of speed or direction; describe how to make a familiar object start moving by pushing or pulling and recognise dangers to themselves in moving objects  recognise and describe many sounds; describe how sounds are generated by specific objects; state that they hear sounds through their ears; describe what they observe when they move further away from a source of sound; make observations or measurements relating to sounds and with help present these in charts |
| Creative  Exploring and developing ideas Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.  Drawing Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.  Painting Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.  Collage Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.  Textiles Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.  Printing Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.  Work of other artists Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1. |
| ICT  Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information  Children begin to develop their creativity using technology through recording sound. Children will also begin to develop their editing skills and control of the tools.  Children recognise common uses of technology beyond school. They use technology safely and respectfully, keeping personal information private; they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.  Children can use technology safely and respectfully, keeping personal information private; they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. |
| D&T  Design Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. Children design purposeful, functional, appealing products for themselves and other users based on design criteria. They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.  Make Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making. Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.  Evaluate Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria.  Technical Knowledge Children build structures, exploring how they can be made stronger, stiffer and more stable. They explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  Food and Nutrition Children use the basic principles of a healthy and varied diet to prepare dishes. They understand where food comes from. |
| Geography  Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.  Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.  Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. |
| History  Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.  Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.  Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.  Pupils should use a wide vocabulary of everyday historical terms. |
| Music  Pupils should be taught to: • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. • Begin with simple songs with a very small range, mi-so and then slightly wider. • Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.  Teachers should develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.  Pupils should be taught to: • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols.  Pupils should be taught to: • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols.  Pupils should be taught to: • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance.  Pupils should be taught to: • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants; create, retain and perform their own rhythm patterns.  Pupils should be taught to: • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling. • Follow pictures and symbols to guide singing and playing. |
| RE  Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.  Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.  Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community’s way of life.  Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.  Children look at and appreciate how many people’s values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make. |
| Physical Development  Gymnastics  Describe how the body feels before, during and after exercise. Carry and place equipment safely. Create and perform a movement sequence. Copy actions and movement sequences with a beginning, middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care. Log roll (controlled) Curled side roll (egg roll) (controlled) Teddy bear roll (controlled) Straight jump Tuck jump Jumping jack Half turn jump Cat spring Straight jump off springboard Bunny hop Front support wheelbarrow with partner Tiptoe, step, jump and hop Hopscotch Skipping Galloping Standing balances Kneeling balances Pike, tuck, star, straight, straddle shapes. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Watch and describe performances. Begin to say how they could improve  Games  Describe how the body feels before, during and after exercise. Carry and place equipment safely. Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency. Pass the ball to another player in a game. Use kicking skills in a game. Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game. Begin to use the terms attacking and defending. Use simple defensive skills such as marking a player or defending a space. Use simple attacking skills such as dodging to get past a defender. Follow simple rules to play games, including team games. Use simple attacking skills such as dodging to get past a defender. Use simple defensive skills such as marking a player or defending a space. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games. Watch and describe performances. Begin to say how they could improve.  Athletics  Describe how the body feels before, during and after exercise. Carry and place equipment safely. Vary their pace and speed when running. Run with a basic technique over different distances. Show good posture and balance. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction when jogging or sprinting. Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Perform a short jumping sequence. Jump as high as possible. Jump as far as possible. Land safely and with control. Work with a partner to develop the control of their jumps. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power Begin to perform learnt skills with some control. Engage in competitive activities and team games. Watch and describe performances. Begin to say how they could improve  Dance/yoga  Describe how the body feels before, during and after exercise. Carry and place equipment safely. Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance. Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control Watch and describe performances. Begin to say how they could improve |
|  |