

## Year 1 Curriculum Overview

	Cycle A – Objectives taught <b>No Cycle B as pure Year 1 group.</b>		
	<b>Incredible Me!</b>	<b>An Island Home</b>	<b>Buckets and Spades</b>
Y 1 Science	<p><b><u>NC objectives</u></b></p> <p>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.</p> <p>Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p><b><u>Working Scientifically</u></b></p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Identifying and classifying. Using their observations and ideas to suggest answers to questions.</p> <p><b><u>Animals Inc. Humans</u></b></p> <p>Identify &amp; name basic body parts. <b>Eye, mouth, stomach, hand, leg, foot, head, ear, arm, finger, knee, toe.</b> Say which part of the body is associated with each sense. <b>Nose-smell; Ears-hear; Tongue-taste; Skin-touch; Eyes-see.</b> Identify, name and compare common animals.</p>	<p><b><u>NC objectives</u></b></p> <p>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.</p> <p>Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p><b><u>Working Scientifically</u></b></p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Using their observations and ideas to suggest answers to questions.</p> <p><b><u>Materials</u></b></p> <p>Distinguish between objects &amp; materials Identify &amp; name common materials <b>wood, plastic, glass, metal, water, and rock</b> Describe simple properties of some materials Compare &amp; classify materials <b>Explaining what some everyday materials are made from and describing their material.</b></p>	<p><b><u>NC objectives</u></b></p> <p>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.</p> <p>Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p> <p><b><u>Working Scientifically</u></b></p> <p>Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Identifying and classifying. Using their observations and ideas to suggest answers to questions.</p> <p><b><u>Plants</u></b></p> <p>Identify basic plants - <b>deciduous and evergreen trees</b> Identify basic plant parts (roots, leaves, flowers, stem etc.) - <b>including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem.</b> Know and use vocabulary associated with plants (deciduous and evergreen).</p> <p><b><u>Seasonal Changes</u></b></p>

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<p>Cow, rabbit, goldfish, seagull, cat, lion, human, spider, deer, shark, frog, toad, penguin, lizard, snake, elephant.</p> <p>Know and use vocabulary associated with animals (carnivore, herbivore and omnivore).</p> <p><b><u>Seasonal Changes</u></b> Observe weather associated with changes of season. Autumn.</p> <p><b><u>Key Skills</u></b> Identify some of the differences between different animals. Identify and name a variety of common animals (birds, fish, amphibians, reptiles, mammals, invertebrates) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify the main parts of the human body and link them to their senses. Classify animals by what they eat (carnivore, herbivore, omnivore) Identify the main parts of the human body and link them to their senses. Name the parts of the human body that they can see. Draw &amp; label basic parts of the human body. Name the parts of an animal's body. Name a range of domestic animals. Compare the bodies of different animals. Describe how an animal is suited to its environment? Sort photographs of living things and non-living things. significant historical events, people and places in their own locality.</p> <p>For Summer --□ Autumn... Observe changes across the four seasons.</p>	<p>hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent</p> <p><b><u>Seasonal Changes</u></b> Observe weather associated with changes of season. Winter and Spring. What are the common signs? What is the weather like?</p> <p><b><u>Key Skills</u></b> Distinguish between an object and the material from which it is made. Describe materials using their senses. Describe materials using their senses, using specific scientific words. Explain what material objects are made from. Explain why a material might be useful for a specific job. Name some different everyday materials. e.g. wood, plastic, metal, water and rock Sort materials into groups by a given criterion.</p> <p>Explain how solid shapes can be changed by squashing, bending, twisting and stretching.</p> <p>Describe things that are similar and different between materials. Explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate. Explain what happens to certain materials when they are cooled, e.g. jelly, heated chocolate.</p>	<p>Observe weather associated with changes of season. Summer. - what are the common signs?</p> <p><b><u>Key Skills</u></b> Name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant. Identify and name a range of common plants and trees. Recognise deciduous and evergreen trees. Name the trunk, branches and root of a tree. Describe the parts of a plant (roots, stem, leaves, and flowers).</p>
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	<div>Name the four seasons in order.</div> <div>Observe and describe weather associated with the seasons.</div> <div>Observe and describe how day length varies</div>		
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History	<p><b>Changes in living memory (linked to aspects of national life where appropriate)</b></p> <p><b><u>NC objectives</u></b> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b><u>Key skills and knowledge</u></b> Recognising objects from the past. Understanding that we celebrate certain events because of events that happened many years ago. Recognise that a story read to them happened a long time ago. Using phrases like: old, new and a long time ago? Explain why certain objects were different in the past, e.g. iron, music systems, and televisions. Can they recount personal history and events or changes that have happened? Knowledge and Understanding</p> <p>Use words and phrases like: very old, when mummy and daddy were little. Talk about an important historical event that happened in the past. Identify objects from the past, such as vinyl records. Understand that we have a queen who rules us and that Britain has had a king or queen for many years.</p> <p>Bonfire night Harvest What is Harvest? Religious celebration. Remembrance Day Why do we celebrate Remembrance Day? Grandparent's Day- linked to the 60's. Comparing our lives to our Grandparent's.</p>	<p><b>Changes in living memory (linked to aspects of national life where appropriate)</b></p> <p><b><u>NC objectives</u></b> Significant historical events, people and places in their own locality. 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, Elizabeth I and Queen Victoria.</p> <p><b><u>Key Skills and knowledge</u></b> Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. Retell a familiar story set in the past. Appreciate that some famous people have helped our lives be better today. Science link. Can they look at books to find out about the past? Historical Interpretation</p> <p>Happy New Year – New Year Resolutions Chinese New Year - What is Chinese new year? How is New Year celebrated? Chinese zodiac calendar story. Shrove Tuesday &amp; Lent.</p> <p>Katie Morag's two grandmother's childhoods – compare to own childhood. Music Food Toys Transport Communication</p>	<p><b>Changes in living memory (linked to aspects of national life where appropriate)</b></p> <p><b><u>NC objectives</u></b> Significant historical events, people and places in their own locality.</p> <p><b><u>Key Skills and knowledge</u></b> Put up to three objects in chronological order (recent history). Tell me about things that happened when they were little. Explain how they have changed since they were born. Use the words before and after correctly. Begin to identify the main differences between old and new objects. Ask and answer questions about old and new objects. Spot old and new things in a picture. Answer questions using an artefact/ photograph provided. Give a plausible explanation about what an object was used for in the past.</p> <p>Victorian seashores Comparing seashores past and present What did people do at the seaside 100 years ago? Punch and Judy Puppet Shows Playscript Identifying evidence to prove what we know about Victorian holidays Using evidence to give reasons</p>
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	<p>Grandparent questionnaires about their childhood and compare to our own. Christmas. Christmas in England and Christmas around the world</p> <p>Black History Month 'Proud to Be' – Focus on Marcus Rashford</p>		
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Geography	<p><b><u>Incredible Me!</u></b> <b><u>NC objectives</u></b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p><b><u>Key skills and knowledge</u></b> Naming key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'. Naming key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'. Say what they like about their locality. Sort things they like and don't like. Identify the four countries making up the United Kingdom. Explain how the weather changes with each season. Begin to explain why they would wear different clothes at different times of the year. Answer questions about the weather.</p> <p>Use basic geographical vocabulary to refer to local &amp; familiar features. Name &amp; locate the four countries and capital cities of the United Kingdom using atlases &amp; globes.</p> <p>Global Goals - 13 – Climate Action</p> <p>Knowledge: Our local area – using Google Maps to locate geographical features. Labelling UK map and identifying landmarks in the four capital cities.</p> <p>Can they identify what they like and don't like about a locality? GE</p>	<p><b><u>An Island Home</u></b> <b><u>NC objectives</u></b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p><b><u>Key skills and knowledge</u></b> They answer some questions using different resources, such as books, the internet and atlases. They think of a few relevant questions to ask about a locality. They tell someone their address. Explain the main features of a hot and cold place. They describe a locality using words and pictures. They name some of the main towns and cities in the United Kingdom. They point out where the equator, north pole and south pole are on a globe or atlas. They name different jobs that people living in their area might do.</p> <p>Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world. Use basic geographical vocabulary to refer to local &amp; familiar features</p> <p>Knowledge: Katie Morag – Isle of Struay (Coll) Locality within the UK Map symbols Physical &amp; human features Home address</p> <p>Can they think of a few relevant questions to ask about locality? GE</p>	<p><b><u>Buckets and Spades</u></b> <b><u>NC objectives</u></b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p><b><u>Key skills and knowledge</u></b> Say something about the people who live in hot and cold places. They explain what they might wear if they lived in a very hot or a very cold place. (Link to Science in Spring.) Name &amp; locate the four countries and capital cities of the United Kingdom using atlases &amp; globes. Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world – linked to the summer and seaside. Use basic geographical vocabulary to refer to local &amp; familiar features. Use four compass directions &amp; simple vocab. Seaside day.</p> <p>Knowledge: Compass directions Weather Name capital cities in UK Researching a UK resort (Weston-Super-Mare) Features of the seaside Using 5 senses to describe the seaside Natural and man-made features at the seaside Writing a postcard</p> <p>Can they answer questions appropriately about topics, such as the weather, climate and locations? HP Can they make plausible predictions about their geographical learning, e.g., the weather? HP</p>
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	Can they answer questions using different resources, such as books, the internet and atlases/maps? GE		
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Computing	<p><b><u>NC objectives</u></b></p> <p>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.</p> <p><b><u>Key Skills and knowledge</u></b> <b>Information Technology</b></p> <p>I can complete a simple task on a computer or tablet by following instructions. I know I need to save my work. I can load my digital work (with some help) I can enter text in to my work. I understand that you can enter numbers in to a computer (e.g. to create a pictogram).</p> <p>Digital literacy, introducing children to aspects of computing such as manipulating data, using the computer safely and launching applications. <a href="#">Logging on independently</a>; <a href="#">Numbots</a>; <a href="#">Spelling Shed</a>; <a href="#">Mathletics</a>; <a href="#">Purple Mash</a>; <a href="#">Education City</a>; <a href="#">2type</a>; <a href="#">2paint</a>; <a href="#">2simple</a>.</p> <p><b>Keeping Safe</b> I know some basic internet safety rules. I can follow the school's safer internet rules. I can use passwords for TT Rockstars, Mathletics, Spelling Shed etc. I know that personal information should not be shared online. I can use a password to access a secure network. I know I must tell a trusted adult if anyone tries to talk to me online. <a href="#">Online bullying (Anti-bullying Week)</a>.</p>	<p><b><u>NC objectives</u></b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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.</p> <p><b><u>Key Skills and knowledge</u></b> <b>Information Technology</b></p> <p>I can complete a simple task on a computer or tablet by following instructions I know I need to save my work – <a href="#">To save Chinese New Year work</a>. I can load my digital work (with some help) I can enter text in to my work I understand that you can enter numbers in to a computer (e.g. to create a pictogram) Organise, store, retrieve &amp; manipulate data. <i>Can they understand the appropriate vocabulary according to equipment available? · Can they develop awareness and use of keyboard layout and use navigation skills appropriately (e.g. backspace, enter, spacebar, mouse)?</i></p> <p><b>Digital Literacy</b> I can find different types of information from different sources. I can recognise digital technology used in everyday life. <a href="#">What technology devices do we use? Do you know any? Phone, tablet etc.</a> I can start to understand that some work is online (internet based) and some offline. Recognise uses of IT outside of school <i>Do they recognise the different forms of digital communication (e.g., emails address, direct messages, texts, twitter handle etc)?</i></p> <p><b>Keeping Safe</b> I know some basic internet safety rules. I can follow the school's safer internet rules.</p>	<p><b><u>NC objectives</u></b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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. Use logical reasoning to predict the behaviour of simple programs.</p> <p><b><u>Key Skills and knowledge</u></b> <b>Computer Science</b></p> <p>I understand and follow instructions to make something happen so it works. I can control the movement of a character using single commands (e.g. forward or turn). <a href="#">Using Bee-Bots</a>.</p> <p>I can control the movement of a character using MORE THAN ONE command (forward then turn) to make it work well. Understand use of algorithms and coding. <a href="#">Espresso coding</a>.</p> <p>Write &amp; test simple programs.</p> <p><b>Keeping Safe</b> I know some basic internet safety rules. I can follow the school's safer internet rules. I can use passwords for TT Rockstars, Mathletics, Spelling Shed etc. - <a href="#">To become confident in logging on to these websites</a>. I know that personal information should not be shared online. I can use a password to access a secure network.</p>
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		<p>I can use passwords for TT Rockstars, Mathletics, Spelling Shed etc.</p> <p>I know that personal information should not be shared online.</p> <p>I can use a password to access a secure network.</p> <p>I know I must tell a trusted adult if anyone tries to talk to me online.</p> <p>Communicate online safely and respectfully</p>	<p>I know I must tell a trusted adult if anyone tries to talk to me online.</p>
Art and Design	<p><b><u>NC objectives</u></b>            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.</p> <p><b><u>Tasks/knowledge</u></b>            Use a range of materials.            Use drawing, painting and sculpture.            Develop techniques of colour, pattern, texture, line, shape, form and space.            Learn about range of artists, craftsmen and designers.            Can they create moods in their drawings?            Do they understand basic colour theory?</p> <p>Self-portraits            Apple printing ~ patterns.            The Rainbow Fish ~ celery printing.            Colour Wheel ~ Using primary colours to make secondary colours.</p>	<p><b><u>NC objectives</u></b>            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.</p> <p><b><u>Tasks/knowledge</u></b>            Use a range of materials            Use drawing, painting and sculpture            Develop techniques of colour, pattern, texture, line, shape, form and space            Learn about range of artists, craftsmen and designers</p> <p><b><u>Key Skills</u></b>            Sort threads and fabrics.            Group fabrics and threads by colour and texture.            Weave with fabric and thread.            Print onto paper and textile.            Design their own printing block.</p> <p>Using a range of media to create a variety of lines.</p>	<p><b><u>NC objectives</u></b>            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.</p> <p><b><u>Tasks/knowledge</u></b>            Use a range of materials            Use drawing, painting and sculpture            Develop techniques of colour, pattern, texture, line, shape, form and space            Learn about range of artists, craftsmen and designers</p> <p><b><u>Key Skills</u></b>            Communicate something about themselves in their painting.            Create moods in their paintings.            Choose to use thick and thin brushes as appropriate.            Draw lines of different shapes and thickness, using 2 different grades of pencil.</p>

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	<p>William Morris - Can they describe what they can see and like in the work of another artist/craft maker/designer?</p> <p>Can they express their feelings about their own piece of art?</p> <p>Can they express their feelings about a peer's piece of art?</p> <p>Autumn leaves ~ pointillism.</p> <p>Leaf printing.</p> <p>Firework pictures ~ chalk on black paper.</p> <p>Poppy painting ~ printing with string and apples.</p> <p>Nativity scenes ~ watercolours</p> <p>Calendars ~ 4 seasons</p> <p>Christmas cards</p> <p><b>Key Skills</b></p> <p>Draw using pencil and crayons.</p> <p>Name the primary and secondary colours.</p> <p>Print with sponges, vegetables and fruit.</p> <p>Paint a picture of something they can see.</p> <p>Create a repeating pattern.</p> <p>Cut and tear paper and card for their collages.</p> <p>Gather and sort the materials they will need.</p> <p>Make different kinds of shapes.</p> <p>Cut, roll and coil materials such as clay, dough or plasticine.</p> <p>Use a simple painting program to create a picture.</p> <p>Describe what they can see and like in the work of another artist/craft maker/designer.</p>	<p>Use a range of media to create a Chinese dragon.</p> <p>Pancake Art – Can I make a character using pancakes and then draw my design?</p> <p>Map of Struay – collage</p> <p>Isle of Struay watercolour picture</p> <p>Famous Artist week</p> <p>Easter Art</p> <p>Spring flowers</p> <p>Can they draw lines of different shapes and thickness, using different grades of pencil?</p>	<p>Communicate something about themselves in their drawing.</p> <p>Create moods in their drawings.</p> <p>Seascape paintings. - looking at a variety of artist's, comparing and describing the different practices.</p> <p>Design their own buckets and spades.</p> <p>D&amp;T link to designing their own Punch and Judy theatre using a variety of materials.</p>
Design and technology	<p><b>NC objectives</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p><b>NC objectives</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p><b>NC objectives</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>

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<p>Evaluate their ideas and products against design criteria. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b><u>Tasks/knowledge</u></b> Design purposeful, functional &amp; appealing products. Generate, model &amp; communicate ideas. Use range of tools &amp; materials to complete practical tasks. Evaluate existing products and own ideas. Build and improve structure and mechanisms. Understand where food comes from through cooking opportunities. <a href="#">Apple pies.</a> <a href="#">Research picture frames.</a> <a href="#">Design a picture frame.</a> <a href="#">Make a picture frame.</a> <a href="#">Evaluate picture frame.</a> <a href="#">The three little pigs ~</a> <a href="#">Design a house.</a> <a href="#">Build a house.</a> <a href="#">Test house to see if we can blow it down.</a></p> <p><b><u>Key Skills</u></b> (Topic) Think of some ideas of their own. They use pictures and words to plan.</p> <p>They talk about their own work and things that other people have done. They explain what they are making.</p> <p>Cut food safely. Wash their hands and make sure that surfaces are clean. Think of interesting ways of decorating food they have made, eg, cakes.</p>	<p>Evaluate their ideas and products against design criteria. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b><u>Tasks/knowledge</u></b> Design purposeful, functional &amp; appealing products. Generate, model &amp; communicate ideas. Use range of tools &amp; materials to complete practical tasks (creating animal habitats). Evaluate existing products and own ideas. Build and improve structure and mechanisms (Katie Morag take home project). Understand where food comes from through cooking opportunities (shortbread biscuits).</p> <p><b><u>Key Skills</u></b> Talk with others about how they want to construct their product. Select appropriate resources and tools for their building projects. Describe how different textiles feel. Make a product from textiles by gluing. Explain what they want to do. Explain which tools they are using.</p> <p><a href="#">Katie Morag Day:</a></p> <p><a href="#">Cook Scottish biscuits</a> <a href="#">Design a landmark/object that you would like to put on the island.</a> <a href="#">Pancake Art - design and make.</a></p>	<p>Evaluate their ideas and products against design criteria. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b><u>Tasks/knowledge</u></b> Design purposeful, functional &amp; appealing products. Generate, model &amp; communicate ideas. Use range of tools &amp; materials to complete practical tasks. Evaluate existing products and own ideas. Build and improve structure and mechanisms. Understand where food comes from through cooking opportunities (healthy ice lollies and afternoon tea).</p> <p><b><u>Key Skills</u></b> Talk with others about how they want to construct their product. Select appropriate resources and tools for their building projects. They say why they have chosen moving parts. Make a product which moves. Explain what they want to do. Explain which tools they are using. Describe how something works.</p> <p><a href="#">Punch and Judy – design, create and evaluate their own puppet.</a> <a href="#">Children to make their own Ice cream sundae.</a></p>
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	Describe the materials using different words. Cut materials using scissors. Make a structure/model using different materials. Make their model stronger if it needs to be. Make simple plans before making objects, e.g. drawings, arranging pieces of construction before building.				
Music	<p><b>All year groups will follow the Charanga scheme with units that have been adapted to suit our school. National curriculum objectives will be covered throughout each unit. Skills and knowledge are used, applied and built on across the units. Each class will spend time with a music specialist from DPA.</b></p> <p><b><u>National Curriculum Objectives</u></b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b><u>Key skills and knowledge</u></b></p> <p><u>Musicianship:</u> <u>Understanding Music</u> Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa.</p>	<p><b><u>Key skills and knowledge</u></b></p> <p><u>Listening: Respond/Analyse</u> Move and dance with the music. Find the steady beat. Talk about feelings created by the music. Recognise some band and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song, eg chorus. Begin to understand where the music fits in the world. Begin to understand about different styles of music.</p>	<p><b><u>Key skills and knowledge</u></b></p> <p><u>Singing</u> Sing, rap, rhyme, chant and use spoken word. Demonstrate good singing posture. Sing songs from memory. Copy back intervals of an octave and fifth (high, low). Sing in unison.</p>	<p><b><u>Key skills and knowledge</u></b></p> <p><u>Notation</u> Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C</p>

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	<p><b><u>Key skills and knowledge</u></b>  <u>Playing Instruments</u>  Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.</p>	<p><b><u>Key skills and knowledge</u></b>  <u>Creating: Improvising</u>  Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G  Improvise simple vocal patterns using 'Question and Answer' phrases.  Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p><b><u>Key skills and knowledge</u></b>  <u>Creating: Composing</u>  Explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus.  Create a story, choosing and playing classroom instruments and/or soundmakers.  Recognise how graphic notation can represent created sounds.  Explore and invent your own symbols.  Use music technology, if available, to capture, change and combine sounds.  Use simple notation if appropriate: Create a simple melody using crotchets and minims: Start and end on the note C  Start and end on the note F  Start and end on the note D</p>	<p><b><u>Key skills and knowledge</u></b>  <u>Performing</u>  Enjoy and have fun performing. Choose a song/songs to perform to a well-known audience.  Prepare a song to perform.  Communicate the meaning of the song.  Add actions to the song.  Play some simple instrumental parts.</p>
Music	<p><b><u>Charanga Units</u></b>  Autumn 1 – Introducing beat. How can we make friends when we sing together?  Autumn 2 – Adding rhythm and pitch. How does Music tell stories about the past?</p>	<p><b><u>Charanga Units</u></b>  Spring 1- Introducing Tempo &amp; Dynamics. How does Music make the world a better place?  Spring 2 – Combining pulse, rhythm and pitch. How does Music help us to understand our neighbours?</p>	<p><b><u>Charanga Units</u></b>  Summer 1 - Having fun with improvisation. What songs can we sing to help us through the day?  Summer 2 – Explore sound and create a story. How does Music teach us about looking after our planet?</p>	
Physical Education	<p>Autumn 1:  <u>Locomotion - Running</u>  Explore running using different body parts and different techniques and begin to understand how to run efficiently.</p> <p>Develop their running technique applying it into a game.</p> <p>Develop their understanding of where we need to run and why.</p>	<p>Spring 1:  <u>Dance - Heroes</u>  Create a range of controlled movements that represent a superhero.</p> <p>Learn how to control and co-ordinate their bodies to perform a sequence of movements, including a balance (freeze position).</p> <p>To extend their sequence whilst performing as their character.</p>	<p>Summer 1:  <u>Team Building</u>  Understand why it is important to include everyone when working as a team and how it feels to be left out.</p> <p>Learn and understand what makes an effective team.</p> <p>Develop the skills required to make an effective team.</p>	

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	<p>Apply pupils' knowledge of how to run and where to run, while exploring running at different speeds.</p> <p>Apply the correct technique of running as fast as we can in a racing context.</p> <p>Apply pupils understanding and application of running over a longer duration and as part of a team.</p> <p>Develop their understanding of what the consequences could be in a game if we do not run and avoid the defender.</p> <p>Understand the basic principles of attack and defence.</p> <p>Autumn 2: <u>Gymnastics – Body parts</u> Apply 'champion gymnastics' to explore movements and balances using the 'big' parts of our bodies on the floor and on apparatus.</p> <p>Apply 'champion gymnastics' to explore movements and balances using the 'small' parts of our bodies on the floor and on apparatus.</p> <p>Explore movements and balances on the floor and on apparatus, using combinations of the following theme words; 'big' and 'small' with 'narrow,' 'wide' or 'curled.'</p> <p>Explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,') changing the combinations on different apparatus.</p>	<p>Perform a range of controlled movements that demonstrate their superheroes' superpowers.</p> <p>Extend their creativity as superheroes and explore movements that represent a superhero rescuing/saving, someone/something.</p> <p>Create a range of controlled movements that represent a villain.</p> <p>Learn how to control and co-ordinate their bodies to perform a sequence of movements, including a balance as a villain.</p> <p>Respond to a rhythm performing a range of controlled movements that represent a superhero and villain.</p> <p>Explore the relationships between the two characters when performing their movements.</p> <p>Respond to create movements that represent a real life hero.</p> <p>Explore the problems that day to day heroes might face and create solutions through dance movements.</p> <p>Spring 2: <u>Ball Skills – Hands 1</u> <u>Ball Skills – Feet</u> Develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender.</p>	<p>Develop their communication skills, enabling them to create simple strategies to complete a challenge.</p> <p>Understand why it is important to trust our partner (team) if we are going to be successful.</p> <p>Develop their communication skills to enable them to successfully complete a challenge.</p> <p>Explore simple strategies as a team.</p> <p>Explore simple strategies as a team to help us solve a problem.</p> <p>Summer 2: <u>Attack vs Defence</u> <u>Games for understanding</u> Understand the basic principles of attack.</p> <p>Learn what 'attacking' means and why we attack during a game.</p> <p>Apply simple attacking principles into a game situation.</p> <p>Understand the basic principles of defence.</p> <p>Learn what 'defending' means and why we defend during a game.</p> <p>Understand why we need to prevent the attackers from scoring.</p> <p>Apply simple defending principles into a game situation.</p>
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	<p>Explore adding movement combinations together to create mini sequences.</p> <p>Adapt our mini sequences, exploring how we can make them more creative.</p> <p><b><u>NC Objectives</u></b></p> <p>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.</p> <p><b><u>Key Skills and knowledge</u></b></p> <p>Make their body tense, relaxed, curled and stretched.          Control their body when travelling.          Control their body when balancing.          Copy sequences and repeat them.          Roll in different ways.          Travel in different ways.          Balance in different ways.          They climb safely.          Stretch in different ways.          Curl in different ways.          Move and stop safely.          Catch with both hands.          Throw in different ways.          Kick in different ways.          Throw underarm.          Roll a piece of equipment.</p>	<p>Explore different ways of sending (passing) the ball to their partner.</p> <p>Explore and develop different ways of sending a ball (passing) using our hands.</p> <p>Learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.</p> <p>Develop different ways of sending a ball using our hands.</p> <p>Learn why we need to send a ball using different force and speeds.</p> <p>Explore different ways of stopping a ball with our hands.</p> <p>Combine their sending and receiving skills, applying their prior knowledge of where we send a ball and why.</p> <p>Use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.</p> <p>Recap the different ways of using our feet to move with a ball.</p> <p>Develop using the inside and outside of their feet to dribble the ball.</p> <p>Apply dribbling with our feet into games.</p> <p>A</p> <p><b><u>NC Objectives</u></b></p>	<p>Consolidate pupils' knowledge of how, where and why to attack in a game.</p> <p><b><u>NC Objectives</u></b></p> <p>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.</p> <p><b><u>Key skills and knowledge</u></b></p> <p>Throw underarm.          Roll a piece of equipment.          Hit a ball with a bat.          Move and stop safely.          Catch with both hands.          Throw in different ways.          Kick in different ways.          Make their body tense, relaxed, curled and stretched.          Control their body when travelling.          Control their body when balancing.          Copy sequences and repeat them.          Roll in different ways.          Travel in different ways.          Balance in different ways.          They climb safely.          Stretch in different ways.          Curl in different ways.</p>
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		<p>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.</p> <p><b><u>Key skills and knowledge</u></b></p> <p>Move to music. Copy dance moves. Perform some dance moves. Make up a short dance. Move around the space safely. Make their body tense, relaxed, curled and stretched. Control their body when travelling. Control their body when balancing. Copy sequences and repeat them. Roll in different ways. Travel in different ways. Balance in different ways. They climb safely. Stretch in different ways. Curl in different ways.</p>	
Religious Education	<p><b>AT1 - QCA Unit 1 (Generic)</b> Belonging. In this unit children draw on their understanding of belonging, and then relate it to how children are given a sense of belonging in a particular religion. They look at how children are welcomed into different religions. They think about how people show they belong and what is special about belonging.</p> <p><b><u>Key Knowledge &amp; Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Can they write about what they belong to?</li> <li>• Can they identify ways in which they show belonging?</li> </ul>	<p><b>SP1 - Judaism Unit 1: Beliefs about God</b> Jewish beliefs about God, the Creator. The creation story from the Torah. Shabbat - a gift from God and a response to creation. Jewish rules for living – Kashrut. This is planned as the introductory unit on Judaism.</p> <p><b><u>Key Knowledge &amp; Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Do they know that Jews believe in one God, who created everything?</li> <li>• Do they know that the Jewish story of creation is found in the Torah?</li> <li>• Can they share feelings about having a responsibility for caring for the world?</li> </ul>	<p><b>SU1 - Sikhism Unit 1: Guru Nanak</b> Guru Nanak was the first of the Sikh Gurus or teachers - stories about his life &amp; teachings about equality. Celebration of Guru Nanak's birthday. The Guru Granth Sahib - the last of the Gurus. The Gurdwara - a special place where Sikhs gather to pray, worship, sing hymns, accept blessing by taking karah prasad and the Langar where Sikhs sit and share food together from the Guru's kitchen. The Khanda symbol. This is planned as the introductory unit on Sikhism.</p> <p><b><u>Key Knowledge &amp; Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Can they consider why it might be important to remember people in the past?</li> </ul>



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<ul style="list-style-type: none"> <li>• Can they draw on their own experience to identify what is involved in belonging to a family?</li> <li>• Can they suggest ways in which members of a religious family might show they belong together?</li> <li>• Do they know that religious people belong to a faith?</li> <li>• Can they write about how religious people show that they belong to their faith?</li> <li>• Can they identify an example of something that is worn by a religious person to show that they belong?</li> <li>• Can they talk about the importance of religious initiation ceremonies?</li> <li>• Can they identify what is involved in belonging to a religion?</li> <li>• Can they communicate their ideas to others clearly through mime?</li> <li>• Do they know how both adults and children belong to a religion?</li> <li>• Can they identify what is special about belonging?</li> <li>• Can they illustrate their idea of specialness?</li> </ul> <p><u>Key Vocabulary:</u> Religion, God, commitment, belonging, Gods</p> <hr/> <p><b>AT2 - Christianity Unit 1: Jesus' birth celebrated at Christmas</b> The birth of Jesus. Festival of Christmas. The Bible is a sacred text for Christians, which teaches about Jesus. This unit introduces Key Stage 1 pupils to the life of Jesus. Through this unit pupils begin to connect Jesus' life with Christian festivals.</p>	<ul style="list-style-type: none"> <li>• Do they understand Jewish beliefs about caring for God's creation?</li> <li>• Can they share ideas about special books?</li> <li>• Do they know that the Torah is written in Hebrew? Is made as a scroll? Is very special to and is treasured by Jews? Contains rules about how to live?</li> <li>• Do they know that a Yad is used to keep your place when reading a Torah scroll?</li> <li>• Can they consider how time spent with family and friends can be very special?</li> <li>• Do they know what Shabbat is?</li> <li>• Do they know about the Havdalah ceremony that takes place in Jewish homes on a Saturday night?</li> <li>• Do they know that there are many reasons why people do or do not eat certain foods?</li> <li>• Do they know that food in a Jewish home is prepared in a special way?</li> <li>• Do they know the rules of Kashrut (Kosher)?</li> </ul> <p><u>Key Vocabulary:</u> Torah, Hebrew, Judaism, Jewish, scroll, yad, bless, Shabbat, Havdalah, blessing, challah, Creation, Creator, Kosher, Mitzvah</p> <hr/> <p><b>SP2 - Christianity Unit 2: Special Occasions - Baptism &amp; Naming</b> Christening/infant baptism, symbolism of words, clothes, actions and artefacts. The font. The church (where the ceremony takes place). The priest (the person who leads the ceremony). Mothering Sunday. This unit builds on pupils' knowledge of Jesus' birth and introduces pupils to the concept of belonging to the Christian family.</p>	<ul style="list-style-type: none"> <li>• Do they know why Sikhs celebrate the birthday of Guru Nanak?</li> <li>• Do they know that Guru means teacher?</li> <li>• Do they know that Guru Nanak lived and taught in India?</li> <li>• Do they know that Sikhs believe in one God who made everything?</li> <li>• Do they know that Sikhs believe that God told Guru Nanak to teach people how to behave?</li> <li>• Can they consider how pupils would like to be treated and how they should treat others?</li> <li>• Can they consider what it means for everyone to be equal?</li> <li>• Do they know that Guru Nanak taught that everyone is equally important?</li> <li>• Can they reflect on times when members of the class have shared food with others?</li> <li>• Do they know that a Gurdwara is a special place for Sikhs?</li> <li>• Do they know that Sikhs sit and share food together in the Gurdwara and that this shows their belief in equality?</li> <li>• Can they recognise the Sikh symbol, the Khanda and know how it is made up of different items placed together?</li> <li>• Do they know that Guru Nanak's birthday is celebrated in the Gurdwara?</li> <li>• Do they know that as part of the celebration people retell stories about Guru Nanak?</li> </ul> <p><u>Key Vocabulary:</u> Sikh, Guru Nanak, service, Langar, share, Sikhism, Bhai, Guru Granth Sahib, Gurdwara, Guru, equal, belief, worship, Khanda</p> <hr/> <p><b>SU2 - Christianity Unit 3: Jesus' friends and His teaching</b></p>
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<p><u>Key Knowledge &amp; Skills:</u></p> <ul style="list-style-type: none"> <li>• Can they share which books are special or have special meaning?</li> <li>• Can they consider how to treat items which are special with care?</li> <li>• Do they understand feelings of anticipation involved in waiting for the birth of a baby?</li> <li>• Do they know the Bible is the special book for Christians?</li> <li>• Do they know the story of the birth of Jesus is in the Bible?</li> <li>• Can they consider ways in which birthdays are celebrated?</li> <li>• Do they know that Christians celebrate Jesus' birthday at Christmas?</li> <li>• Do they know that cards are sent for both celebrations?</li> <li>• Do they know the first part of the story of the birth of Jesus?</li> <li>• Can they reflect on the experiences of Mary and Joseph before Jesus was born?</li> <li>• Do they know that Jesus was born in a stable in Bethlehem?</li> <li>• Do they know that Shepherds were told to visit him by the angels?</li> <li>• Do they know that three Wise Men travelled to visit baby Jesus following a star?</li> <li>• Do they know the Wise Men travelled via Jerusalem where they saw King Herod?</li> <li>• Do they know that the Wise Men gave Jesus gifts?</li> </ul> <p><u>Key Vocabulary:</u> Christian, Christmas, special, angel, Jesus, Mary, Joseph, shepherd, Wise Men, Bible, innkeeper, donkey, Elisabeth, John, present, celebrate</p>	<p><u>Key Knowledge &amp; Skills:</u></p> <ul style="list-style-type: none"> <li>• Do they know that when babies are born there are many different ways that this is celebrated in different families?</li> <li>• Do they know that announcements are made to welcome a baby?</li> <li>• Do they know that in many Christian churches babies are welcomed during a special service?</li> <li>• Do they know that stories can sometimes have 'inner meanings'?</li> <li>• Do they know that stories that Jesus told were a way of telling people about God?</li> <li>• Do they know that Jesus used familiar objects to teach people about God?</li> <li>• Do they know what happens in a Christening service?</li> <li>• Can they explain the symbolism of some of the clothes, actions, and artefacts in the ceremony?</li> <li>• Do they know that the christening ceremony is about belonging to more than your family?</li> <li>• Do they know that members of the class belong to many different groups and that belonging brings responsibilities and expectations of behaviour?</li> <li>• Do they know once a year, on Mothering Sunday, people in the Christian church thank God for their mothers?</li> <li>• Can they respond sensitively to the feelings and experiences of others?</li> </ul> <p><u>Key Vocabulary:</u> Christian, belong, church, Priest, font, Christen, Christening, card, candle, welcome, Godparent</p>	<p>Christian beliefs about God and Jesus' teaching about the relationship between God and people. What it means to believe someone. The parables of the Lost Sheep, the Good Samaritan and the Prodigal Son are explored as ways to find out what Jesus taught about the relationship between God and people and how Christians believe God wants people to live. This is the third Christianity unit. It further develops pupils' understanding of Jesus' life and how he taught people through story.</p> <p><u>Key Knowledge &amp; Skills:</u></p> <ul style="list-style-type: none"> <li>• Can they understand the importance of trust?</li> <li>• Do they know that Christians believe Jesus told them about God?</li> <li>• Can they appreciate what makes people special?</li> <li>• Do they know that teachers use stories to help them understand more about the world?</li> <li>• Do they know that stories can sometimes have 'inner meanings'?</li> <li>• Do they know that stories that Jesus told were a way of telling people about God?</li> <li>• Do they know that Jesus used familiar objects to teach people about God?</li> <li>• Do they know that Christians believe in a God who loves all people?</li> <li>• Do they know that Jesus taught people that everyone matters to God through the story of the Lost Sheep?</li> <li>• Do they know that you can show love for others in many different ways?</li> <li>• Do they know that God asks humans to love their neighbour?</li> </ul> <p><u>Key Vocabulary:</u></p>
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			<i>Christian, Jesus, parable, Samaritan, sorry, forgive, forgiveness, sheep, shepherd, lost, found, good, bad, neighbour, son</i>
PSHE	<p>Families and friendships Safe relationships Respecting ourselves and others <b>Families and Friendships</b> PoS Refs: R1, R2, R3, R4, R5</p> <p>Roles of different people; families; feeling cared for</p> <ul style="list-style-type: none"> <li>• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</li> <li>• the role these different people play in children's lives and how they care for them</li> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul> <p><b>Safe relationships</b> PoS Refs: R10, R13, R15, R16, R17</p> <p>Recognising privacy; staying safe; seeking permission</p> <ul style="list-style-type: none"> <li>• about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>• about what it means to keep something private, including parts of the body that are private</li> </ul>	<p>Belonging to a community Media literacy and digital resilience Money and work <b>Belonging to a community</b> PoS Refs: L1, L2, L3</p> <p>What rules are; caring for others' needs; looking after the environment</p> <ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> </ul> <p><b>Media literacy and Digital resilience</b> PoS Refs: L7, L8</p> <p>Using the internet and digital devices; communicating online</p> <ul style="list-style-type: none"> <li>• how and why people use the internet</li> <li>• the benefits of using the internet and digital devices</li> <li>• how people find things out and communicate safely with others online</li> </ul>	<p>Physical health and mental well-being Growing and changing Keeping safe <b>Physical health and Mental wellbeing</b> PoS Refs: H1, H2, H3, H5, H8, H9, H10</p> <p>Keeping healthy; food and exercise, hygiene routines; sun safety</p> <ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun</li> </ul> <p><b>Growing and changing</b> PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p> <p>Recognising what</p>

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<ul style="list-style-type: none"> <li>• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> </ul> <p style="text-align: center;"><b>Respecting ourselves and others</b></p> <p>PoS Refs: R21, R22</p> <p>How behaviour affects others; being polite and respectful</p> <ul style="list-style-type: none"> <li>• what kind and unkind behaviour mean in and out school</li> <li>• how kind and unkind behaviour can make people feel</li> <li>• about what respect means</li> <li>• about class rules, being polite to others, sharing and taking turns</li> </ul> <p><b>Key skills-</b></p> <p>Can they show an understanding of why we have rules within our classroom and school?</p> <p>Do they understand the importance of giving and receiving a compliment and the impact it can have to someone's feelings?</p> <p>Can they recognise that we all have a range of feeling that are 'comfortable or uncomfortable' and that all of these feelings are 'OK'?</p> <p>Are they able to exhibit self-control?</p> <p>Are they able to use basic problem-solving skills independently or with their friends?</p> <p>Greater depth ~</p>	<p style="text-align: center;"><b>Money and work</b></p> <p>PoS Refs: L14, L16, L17</p> <p>Strengths and interests; jobs in the community</p> <ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul> <p><b>Key skills-</b></p> <p>Can they show an understanding of why we have rules within our classroom and school?</p> <p>Do they understand the importance of giving and receiving a compliment and the impact it can have to someone's feelings?</p> <p>Can they recognise that we all have a range of feeling that are 'comfortable or uncomfortable' and that all of these feelings are 'OK'?</p> <p>Are they able to exhibit self-control?</p> <p>Are they able to use basic problem-solving skills independently or with their friends?</p> <p>Greater depth ~</p> <p>Can they apply their knowledge of rules to the wider community?</p> <p>Do they know how compliments contribute to the well-being of the people around them?</p> <p>Can they make a conscious link between feelings and behaviours?</p>	<p>makes them unique and special; feelings; managing when things go wrong</p> <ul style="list-style-type: none"> <li>• to recognise what makes them special and unique including their likes, dislikes and what they are good at</li> <li>• how to manage and whom to tell when finding things difficult, or when things go wrong</li> <li>• how they are the same and different to others</li> <li>• about different kinds of feelings</li> <li>• how to recognise feelings in themselves and others</li> <li>• how feelings can affect how people behave</li> </ul> <p style="text-align: center;"><b>Keeping safe</b></p> <p>PoS Refs: H28, H34</p> <p>How rules and age restrictions help us; keeping safe online</p> <ul style="list-style-type: none"> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or Scared</li> </ul> <p><b>Key skills-</b></p> <p>Can they show an understanding of why we have rules within our classroom and school?</p> <p>Do they understand the importance of giving and receiving a compliment and the impact it can have to someone's feelings?</p>
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	<p>Can they apply their knowledge of rules to the wider community?</p> <p>Do they know how compliments contribute to the well-being of the people around them?</p> <p>Can they make a conscious link between feelings and behaviours?</p>		<p>Can they recognise that we all have a range of feeling that are 'comfortable or uncomfortable' and that all of these feelings are 'OK'?</p> <p>Are they able to exhibit self-control?</p> <p>Are they able to use basic problem-solving skills independently or with their friends?</p> <p>Greater depth ~</p> <p>Can they apply their knowledge of rules to the wider community?</p> <p>Do they know how compliments contribute to the well-being of the people around them?</p> <p>Can they make a conscious link between feelings and behaviours?</p>
RRSA/ Campaign	<p><u>First Steps</u> Introducing basic rights Families Homes</p> <p>Traditional fairy tales Anti-Bullying Week</p> <p><u>Campaign</u> Air Pollution Refugee Crisis Climate Change Fairtrade</p> <p>Charters Opinions Board Right of the Fortnight</p>	<p><u>First Steps</u> Food Water Play</p> <p>New Year Resolutions E-Safety Week Science Week</p> <p><u>Campaign</u> Air pollution Refugee Crisis Climate Change Fairtrade</p> <p>Charters Opinions Board Right of the Fortnight</p>	<p><u>First Steps</u> Co-operation Diversity Safety</p> <p>Victorian Times</p> <p><u>Campaign</u> Air pollution Refugee Crisis Climate Change Fairtrade</p> <p>Charters Opinions Board Right of the Fortnight</p>
English	<p><u>Word reading</u></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for</li> </ul>	<p>Autumn continued</p> <p><u>Word reading</u></p> <ul style="list-style-type: none"> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> </ul>	<p>Autumn and Spring continued</p> <p><b>Genres</b> Letter to MP. (RRSA link). Poetry</p>

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	<p>all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <ul style="list-style-type: none"> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• 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.</li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• understand both the books they can already read accurately and fluently and</li> </ul>	<ul style="list-style-type: none"> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> </ul> <p><u>Transcription</u></p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un–</p> <p>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]</p> <p><u>Vocabulary, grammar and punctuation</u></p> <p>Joining words and joining clauses using and</p> <p><b>Genres</b></p> <p>Narrative Imaginative writing Instructions Descriptive writing Letter Recount Poetry Non-fiction writing about farms. - Explanation text Report Diary</p>	<p>Narrative Descriptive writing Diary Non-chronological report about Victorian seascapes Lewis Carroll- Alice in Wonderland</p>
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## Year 1 Curriculum Overview

	<p>those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <ul style="list-style-type: none"><li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li><li>• discussing the significance of the title and events making inferences on the basis of what is being said and done</li><li>• predicting what might happen on the basis of what has been read so far</li><li>• participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• explain clearly their understanding of what is read to them.</li></ul> <p><u>Transcription</u></p> <ul style="list-style-type: none"><li>• words containing each of the 40+ phonemes already taught</li><li>• common exception words</li><li>• the days of the week</li><li>• name the letters of the alphabet:</li><li>• naming the letters of the alphabet in order</li><li>• using letter names to distinguish between alternative spellings of the same sound</li><li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li><li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li></ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"><li>• sit correctly at a table, holding a pencil comfortably and correctly</li></ul>		
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## Year 1 Curriculum Overview

	<ul style="list-style-type: none"><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form capital letters</li><li>• form digits 0-9</li><li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li></ul> <p><u>Composition</u></p> <ul style="list-style-type: none"><li>• write sentences by:</li><li>• saying out loud what they are going to write about composing a sentence orally before writing it</li><li>• sequencing sentences to form short narratives</li><li>• re-reading what they have written to check that it makes sense</li><li>• discuss what they have written with the teacher or other pupils</li><li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li></ul> <p><u>Vocabulary, punctuation and grammar</u></p> <ul style="list-style-type: none"><li>• develop their understanding of the concepts set out in English Appendix 2 by:</li><li>• leaving spaces between words</li><li>• joining words and joining clauses using and</li><li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li><li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li><li>• learning the grammar for year 1 in English Appendix 2</li></ul>		
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## Year 1 Curriculum Overview

	<ul style="list-style-type: none"><li>• use the grammatical terminology in English Appendix 2 in discussing their writing.</li></ul> <p><b>Genres</b> Recount Character description Retelling stories Comprehensions Describing settings Letter writing Role Play Book reviews Traditional Tales Planning and writing narratives Instructions</p>		
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## Year 1 Curriculum Overview

Maths	<p><u>Autumn 1</u></p> <p>1a- one more, one less 1b- tens and ones 1c- length and height 1d- Days of the week, months of the year</p> <p>NC Objectives</p> <p>Number and place value</p> <ul style="list-style-type: none"> <li>count to and across 100, forwards and backwards, beginning with zero or one, or from any given number</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>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</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]</li> <li>measure and begin to record the following: lengths and heights</li> <li>sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> </ul>	<p><u>Spring 1</u></p> <p>5a- doubles 5b- adding and subtracting with 20 5c- adding and subtracting with 11-19</p> <p>NC objectives</p> <p>Number and place value</p> <ul style="list-style-type: none"> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> </ul> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> <li>represent and use number bonds and related subtraction facts within 20</li> <li>add and subtract single-digit and 2-digit numbers to 20, including zero</li> <li>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</li> </ul> <p>6a-coins and notes 6b-ten more, ten less 6c- two more, two less</p> <p>NC objectives</p> <p>Number and Place Value</p> <ul style="list-style-type: none"> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> </ul>	<p><u>Summer 1</u></p> <p>10a- 3-D shapes and towers 10b- giving and following instructions</p> <p>NC objectives</p> <p>Geometry- properties of shapes</p> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes, including:</li> <li>2-D shapes [e.g. rectangles (including squares), circles and triangles]</li> <li>3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]</li> </ul> <p>Position and Direction</p> <ul style="list-style-type: none"> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul> <p>11a- ordering 11b-five more, five less 11c- clocks</p> <p>NC Objectives</p> <p>Number and place value</p> <ul style="list-style-type: none"> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>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</li> </ul>

## Year 1 Curriculum Overview

	<ul style="list-style-type: none"> <li>recognise and use language relating to dates, including days of the week, weeks, months and years</li> </ul> <p>2a- Number stories 2b- Sequencing</p> <p>NC Objectives Addition and Subtraction</p> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = - 9</math></li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> </ul> <p><u>Autumn 2</u></p> <p>3a- 3-D shapes 3b- 2-D shapes 3c- position, direction and movement</p> <p>NC objectives Geometry- properties of shapes</p> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes, including:</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>read and write numbers from one to 20 in numerals and words</li> </ul> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = - 9</math></li> </ul> <p>Multiplication and Division</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins and notes</li> </ul> <p><u>Spring 2</u></p> <p>7a- Arrays and grouping 7b- twos, tens and sharing</p> <p>NC Objectives</p> <ul style="list-style-type: none"> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> </ul> <p>Addition and Subtraction</p>	<ul style="list-style-type: none"> <li>read and write numbers from one to 20 in numerals and words</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>measure and begin to record- time (hours, minutes, seconds)</li> <li>recognise and know the value of different denominations of coins and notes</li> <li>sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these time</li> </ul> <p>Geometry- properties of shapes</p> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes, including:</li> <li>2-D shapes [e.g. rectangles (including squares), circles and triangles]</li> </ul> <p>Position and direction</p> <ul style="list-style-type: none"> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul> <p><u>Summer 2</u></p> <p>12a- solving addition problems 12b- solving subtraction problems</p> <p>NC objectives Addition and subtraction</p> <ul style="list-style-type: none"> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = - 9</math></li> </ul>
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## Year 1 Curriculum Overview

	<ul style="list-style-type: none"> <li>3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]</li> <li>2-D shapes [e.g. rectangles (including squares), circles and triangles]</li> </ul> <p>Geometry- position and direction</p> <ul style="list-style-type: none"> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul> <p>4a-Number patterns 4b- Time 4c- comparing</p> <p>NC objectives</p> <p>Number and place value</p> <ul style="list-style-type: none"> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>given a number, identify one more and one less</li> <li>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</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for...</li> <li>mass/weight [e.g. heavy/light, heavier than, lighter than]</li> <li>capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]</li> <li>time (for example, quicker, slower, earlier, later)</li> <li>Measure and begin to record... time (hours, minutes, seconds)</li> </ul>	<ul style="list-style-type: none"> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 - \square = 9</math></li> </ul> <p>Multiplication and Division</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>recognise and know the value of different denominations of coins and notes</li> </ul> <p>8a- measuring length and height 8b- measuring mass 8c- measuring capacity and volume</p> <p>NC Objectives</p> <p>Measurement</p> <ul style="list-style-type: none"> <li>compare, describe and solve practical problems for...</li> <li>lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]</li> <li>mass/weight [e.g. heavy/light, heavier than, lighter than]</li> <li>capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]</li> <li>measure and begin to record...</li> <li>lengths and heights</li> <li>mass/weight</li> <li>capacity and volume</li> </ul> <p>9a- adding and subtracting on a number line 9b- When and where?</p>	<p>13a- halves 13b- quarters 13c- multiplying and dividing</p> <p>NC objectives</p> <p>Fractions</p> <ul style="list-style-type: none"> <li>recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul> <p>Multiplication and division</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>14a- different turns 14b- programming robots</p> <p>NC objectives</p> <p>Fractions</p> <ul style="list-style-type: none"> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul> <p>Geometry- position and direction</p> <ul style="list-style-type: none"> <li>describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>
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## Year 1 Curriculum Overview

	<ul style="list-style-type: none"> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	<p>NC objectives</p> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs</li> <li>add and subtract single-digit and 2-digit numbers to 20, including zero</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	
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Year 1 Curriculum Overview  
September 2020 - 2021

No Cycle 2 as pure Year 1 group.