

YEAR 1 CURRICULUM OVERVIEW

COMMUNICATION

Music

- * Sing songs and speaking chants and rhymes.
- * Experiment with tuned and untuned instruments.
- * Listen with increasing care to a range of music.
 - * Make and combine sounds.

Drama

- * Use role-play to explore characters.
- * Present and perform for audiences and be part of an audience.
- * Choose and explore use of voice, movement & expression in role play.
- * Use drama to explore real and imaginary situations to understand the world.

Speaking, Listening & Understanding

- * Engage in meaningful discussions.
- * Listen to and learn a wide range of vocabulary.
- * Through reading identify vocabulary that enriches stories.
- * Speak to small audiences regularly.
- * Practise and rehearse sentences and stories.
 - * Listen to and tell stories.
 - * Listen & respond appropriately.
 - * Ask relevant questions.

Reading

- * Link reading to own experiences.
- * Make simple predictions/inferences.
- * Listen to a wide range of texts.
- * Learn some poems by heart.
 - * Discuss books.
 - * Make use of libraries.
- * Listen to short novels over time.

Non-Fiction Writing

- * Write labels.
- * Write lists.
- * Write captions.
- * Write instructions.
- * Write recounts.
- * Present information.
- * Write non-chronological reports.

Art

- * Use experiences and ideas as the inspiration for artwork.
- * Share ideas using drawing, painting and sculpture.
- * Explore a variety of techniques for expressing ideas.
- * Learn about the work of a range of artists

Fiction Writing

- * Write stories set in places pupils have been.
- * Use the language of fairy tales and traditional tales.
 - * Start to plan out writing.

Poetry Writing

- * Write poems that use pattern and rhyme.

Dance

- * Have the opportunity and freedom to choose and explore ways to move.
- * Express ideas, thoughts and feelings through creative work in dance.

HEALTH & WELLBEING

Mental & Emotional Wellbeing

- * Start to express feelings clearly.
- * Begin to know we all experience a variety of thoughts and emotions.
- * Understand that there are people I can talk to and ways to get help.
- * Understand that my feelings and reactions can change depending upon what is happening.
- * Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.
 - * Understand the importance of mental wellbeing.
 - * Explore and develop skills and strategies which will help.
 - * Learn how to give support.

PHYSICAL EDUCATION

- * MASTER BASIC MOVEMENTS.
- * PARTICIPATE IN TEAM GAMES.

Social Wellbeing

- * Show respect for the rights of others.
- * Recognise that each individual has a unique blend of abilities and needs.
 - * Use and value opportunities to improve and manage learning.
 - * Represent class, school and/or wider community.
- * Value the opportunities given to make friends and be part of a group.

Physical Wellbeing

- * Understand where food comes from.
- * Develop my understanding of the human body.
- * Start to assess and manage risk, to protect myself and others.
- * Begin to understand how to keep myself and others safe.
 - * Travel safely with support and advice.
- * Understand that being active is a healthy way to be.
- * I can describe how I feel after taking part in energetic activity.

Relationship Education**

- * FAMILIES AND PEOPLE WHO CARE FOR ME
 - * CARING FRIENDSHIPS
- * RESPECTFUL RELATIONSHIPS
 - * BEING SAFE
 - * MENTAL WELLBEING

**STATUTORY FROM 9/2020. THIS COMPLEMENTS OUR EXISTING WELLBEING AND SCIENCE CURRICULUM.

GLOBAL UNDERSTANDING

British Values

Start to understand, across the curriculum:

- * Democracy;
- * The rule of law;
- * Individual liberty;
- * Mutual respect & tolerance.

Languages

- * Appreciate stories, songs, poems & rhymes.

RE

- * Study the main stories of Christianity
- * Study Buddhism.
- * Study other religions of interest to pupils.

History

- * Explore how people lived in the past and use imaginative play to show how their lives were different from today.
- * Explore places, investigate artefacts and locate them in time, to develop an awareness of the ways we remember and preserve Britain's history.
- * Use evidence to recreate story of a place/individual of local historical interest.
- * Compare aspects of people's daily lives in the past with today by using historical evidence or the experience of recreating an historical setting.
- * Explore the influence of a significant historical figure's actions, then and since.

Geography

- * Describe and recreate the characteristics of a local environment by exploring features.
- * Use a range of instruments to measure and record the weather and can discuss how weather affects our life.
- * Develop a mental map of the local area and a sense of place.
 - * Create and use maps of the local area.
 - * Start to understand simple compass directions.
 - * Use observational skills and fieldwork.

Science - Physics

- * Observe weather associated with changes of season.

Design & Technology

- * Design purposeful products.
- * Generate & communicate ideas.
- * Use range of tools & materials to complete tasks.
- * Evaluate existing products & own ideas.
- * Build and improve structure & mechanisms.

S.T.E.M

Computing

- * Access, retrieve & use info from electronic sources.
 - * Understand use of algorithms.
 - * Write & test simple programs.
- * Use logical reasoning to make predictions.
- * Organise, store, retrieve & manipulate data.
- * Communicate online safely and respectfully.
- * Recognise uses of IT outside of school.

Science - Chemistry

- * Distinguish between objects & materials.
- * Identify & name common materials.
- * Describe simple properties of some materials.
 - * Compare & classify materials.

Science - Working Scientifically

- * Ask simple questions.
- * Observe closely.
- * Perform simple tests.
- * Identify and classify.
- * Use observations and ideas to suggest answers to questions.
- * Gather and record data to help in answering questions.

Science - Biology

- * Identify basic plants.
- * Identify basic plant parts.
- * Identify & compare common animals.
- * Identify & name basic body parts.

KEY SKILLS

Reading:

- * Match graphemes for all phonemes.
- * Read accurately by blending sounds.
- * Read contractions & understand purpose.
- * Join in with predictable phrases.
- * Read words with very common suffixes.
- * Read phonics books aloud.
- * Self-correct inaccuracies in reading.
- * Review understanding to ensure reading makes sense.

Writing:

- * Name letters of the alphabet.
- * Spell very common exception words
- * Spell days of the week
- * Spell words using 40+ phonemes
- * Use very common prefixes & suffixes
- * Form lower case letters correctly
- * Form capital letters & digits

- * Compose sentences orally before writing
- * Leave spaces between words
- * Begin to use basic punctuation: . ? !
- * Use capital letters for proper nouns
- * Use the conjunctions and/because
- * Use common plural & verb suffixes
- * Read own writing to peers or teachers
- * Read own writing to check it makes sense

Maths - Number/Calculation:

- * Count to / across 100
- * Count in 1s, 2s, 5s and 10s
- * Identify 'one more' and 'one less'
- * Read & write numbers to 20 in numerals and words
- * Use language, e.g. 'more than', 'most'
- * Use +, - and = symbols
- * Know number bonds to 20
- * add and subtract one-digit and two-digit numbers to 20, including zero
- * Solve one-step problems, including simple arrays

Maths - Geometry & Measures:

- * Use common vocabulary for comparison
- * Begin to measure length, capacity, weight and time
- * Recognise coins & notes & understand their values
- * Use time & ordering vocabulary
- * Tell the time to hour/half-hour
- * Use language of days, weeks, months & years
- * Recognise & name common 2-d and 3-d shapes
- * Order & arrange objects
- * Describe position & movement, including half and quarter turns
- * Recognise & use 1/2 & 1/4