

**Year 1 Curriculum**

	Autumn 1- 7 weeks	Autumn 2- 7 weeks	Spring 1- 6 weeks	Spring 2- 6 weeks	Summer 1- 5 weeks	Summer 2- 7 weeks
Context	<b>Our Animal Kingdom (S)</b>	<b>Icey Adventures (G)</b>	<b>Towers and Turrets (H)</b>	<b>Space (H)</b>	<b>Fantastic Flora (S)</b>	<b>Coastal Living (G)</b>
Texts	Owl Babies Bog Baby 10 Elephant Facts <b>Non-Fiction:</b> Wild Animal Atlas and other texts about animals	The Emperor`s Egg Lost and Found The Snail and the Whale <b>Non-Fiction:</b> Antarctica	The Paperbag Princess George and the Dragon <b>Non-fiction:</b> books about castles	BEEGU Man on the Moon <b>Non-fiction:</b> texts about Space	Jack and the Beanstalk The Curious Garden Riddles	Lighthouse Keeper`s Lunch FLOTSOM Poems about the Seaside <b>Non-Fiction:</b> texts about the sea
Writing Composition	<p>Writing - composition</p> <p>Pupils should be taught to:</p> <p>write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read their writing aloud, clearly enough to be heard by their peers and the teacher</p>					
Writing - vocabulary, grammar and punctuation	<p>Writing - transcription</p> <p>Spelling - see English appendix 1</p> <p>Pupils should be taught to:</p> <p>spell:</p> <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>name the letters of the alphabet:</p> <p>naming the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes:</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>apply simple spelling rules and guidance, as listed in English appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Handwriting</p> <p>Pupils should be taught to:</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</p> <p>Writing - vocabulary, grammar and punctuation</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <p>leaving spaces between words</p> <p>joining words and joining clauses using ‘and’</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</p> <p>learning the grammar for year 1 in English appendix 2</p> <p>use the grammatical terminology in English English appendix 2 in discussing their writing</p>					
Reading	<p>Word Reading</p> <p>Pupils should be taught to:</p> <p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</p> <p>read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>reread these books to build up their fluency and confidence in word reading</p> <p>Comprehension</p> <p>Pupils should be taught to:</p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p>					

**Year 1 Curriculum**

	<p>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 they can already read accurately and fluently and those they listen to by:          drawing on what they already know or on background information and vocabulary provided by the teacher          checking that the text makes sense to them as they read, and correcting inaccurate reading          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</p>					
Phonics	Units 1-4	Units 5-8	Units 9-12	Units 13-16	Units 17-20	Units 21-26
Handwriting	Units 1-5	Units 6-10	Units 11-15	Units 16-20	Units 21-25	Units 26-30
Maths	<p><b>Place Value up to 10</b> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals</p> <p><b>Additive structures: introduction to aggregation and partitioning</b></p> <p>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</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p><b>Addition and subtraction: strategies within 10- follow:</b></p> <p>represent and use number bonds and related subtraction facts within 20</p> <p><b>Composition of numbers: multiples of 10 up to 100</b></p> <p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals</p> <p><b>Putting events in chronological order</b></p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p>	<p><b>Additive structures: introduction to augmentation and reduction</b> 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</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p><b>Addition and subtraction: strategies within 10- follow:</b></p> <p>represent and use number bonds and related subtraction facts within 20</p> <p><b>Composition of numbers: multiples of 10 up to 100</b></p> <p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals</p> <p><b>Putting events in chronological order</b></p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p>	<p><b>Composition of numbers: 20–100</b> <b>Unit 1.1 Numbers and counting</b></p> <p><b>Count Backwards and Forwards from any Given Number to Another Given Numbers 0-100 and Beyond</b></p> <p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals</p> <p><b>Unit 1.4 Measuring and Measurements</b></p> <p><b>Begin to work with measures</b></p> <p>begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)</p> <p><b>Unit 1.4 Measuring and Measurements</b></p> <p><b>Working with practical measure problems</b></p> <p>compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later]</p>	<p><b>Composition of numbers: 11–19, Teaching points 1, 2, 5: Unit 1.1 Numbers and counting</b></p> <p><b>Reading and writing numbers to 10 in words and numerals</b> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>read and write numbers from 1 to 20 in numerals and words</p> <p><b>Unit 1.3 Solving one-step addition and subtraction problems</b></p> <p>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>.</p> <p><b>Unit 1.1 Numbers and counting</b></p> <p><b>Counting in steps of 2,5 and 10</b></p> <p>count in multiples of twos, fives and tens</p>	<p><b>Unit 1.8 Clocks and Time</b> <b>Beginning to tell the time</b> tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p><b>Unit 2.2 O'clock, Quarter Past, Half Past and Quarter To</b></p> <p>tell and write the time to quarter past/to the hour and draw the hands on a clock face to show these times <a href="https://completemaths.com/curriculum/objects/8e21241b44dfa9098958bb92f403f7ac">https://completemaths.com/curriculum/objects/8e21241b44dfa9098958bb92f403f7ac</a></p> <p><b>Unit 1.9 Multiplication and division using concrete objects</b> <b>Working with one step multiplication and division problems</b></p> <p>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.</p> <p><b>Learn and to recall multiples to 10, Teaching point 1</b></p>	<p><b>Unit 1.5 Recognising and naming shapes</b> <b>Knowing common 2D and 3D shapes</b> recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p> <p><b>Unit 1.6 Halves and Quarters</b> <b>Understanding half as one of two equal parts</b></p> <p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p><b>IMPORTANT TEACHING POINT: ENSURE CHILDREN UNDERSTAND <math>\frac{2}{2}=1</math> AND <math>\frac{4}{4}=1</math></b></p> <p><b>Unit 1.6 Halves and Quarters</b> <b>Understanding quarter as one of four equal parts</b></p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p><b>Unit 1.7 Position and Movement</b> <b>Describe movement: Turns, direction, position</b></p> <p>describe position, direction and movement, including whole, half, quarter and three quarter turns.</p> <p><b>Introduction to Year 2 concept:</b> <b>Unit 2.1</b> <b>Reading and writing numbers to 100 in words and numerals</b> <b>Recognising place value: tens and units</b></p>

**Year 1 Curriculum**

<p><b>Maths Fluency</b></p>	<ol style="list-style-type: none"> <li>Count forward and backwards from any number in 1s (up to 10)</li> <li>Count one more/ one less or fewer than a given number (up to 10)</li> <li>Recognise which is more or less or equal using the correct symbols.</li> <li>Recognise and use + - and = symbols</li> <li>Add and subtract zero</li> <li>When you subtract a number from itself you are left with zero</li> <li>Number bonds to 10 with their related subtraction facts</li> <li>Add one and subtract one</li> <li>Consecutive numbers have a different of one</li> </ol>		<ol style="list-style-type: none"> <li>Adding two</li> <li>Numbers with a difference of two</li> <li>Doubles and halves to 10</li> <li>Near doubles and related subtraction facts</li> <li>The ones without a family</li> <li>Unit 1.2 Money and Time- Money- coins &amp; Notes recognise and know the value of different denominations of coins and notes</li> <li>Count forward and backwards from any number in 1s (up to 100)</li> <li>Count one more/ one less or fewer than a given number (up to 100)</li> <li>Count in 2s forward and backwards</li> <li>Count in 5s forward and backwards</li> <li>Count in 10s forward and backwards</li> </ol>		<ol style="list-style-type: none"> <li>Counting forwards and backwards in 1s from any number to 100.</li> <li>After teaching telling the time you can now include this in your daily fluency sessions</li> <li>After teaching multiplication of 10: Recall multiplication facts for 10</li> <li>Apply all addition and subtraction strategies to 10</li> <li>Count in 2s forward and backwards</li> <li>Count in 5s forward and backwards</li> <li>Count in 10s forward and backwards</li> <li>Continue to practise telling the time and multiplication facts for 10</li> </ol>	
<p><b>Science</b></p>	<p>Animals including humans – animals</p> <p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>Animals including Humans - five senses (Link to RSE – body parts/genitalia)</p> <p>To 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>Everyday materials 1</p> <p>To distinguish between and object and the material from which it is made</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>To describe the simple physical properties of a variety of everyday materials</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Everyday materials 2</p> <p>To distinguish between and object and the material from which it is made</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>To describe the simple physical properties of a variety of everyday materials</p> <p>To compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Plants</p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>To identify and describe the basic structure of a variety of common and flowering plants</p>	<p>Seasonal changes</p> <p>To observe changes across the four seasons</p> <p>To observe and describe weather associated with the seasons and how day length varies</p>
<p><b>History</b></p>			<p>Towers and Turrets</p> <p>To understand about significant historical events/people in their own locality. Events beyond living memory that are significant nationally or globally. The lives of significant individuals.</p>	<p>Space</p> <p>Significant individuals in the past. Events beyond living memory</p>		
<p><b>Geography</b></p>	<p>Animal Kingdom</p> <p>To identify and locate the world's seven continents.</p> <p>To identify and locate the world's five oceans.</p> <p>To develop an awareness of the world.</p> <p>To consider the different needs of animals.</p> <p>To use maps and atlases to identify different countries.</p> <p>To use maps and atlases to identify where different animal's live.</p> <p>To find out about places by asking and</p>	<p>Icey Adventures – Comparing the UK to the Antarctica</p> <p>☑Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>☑To name different types of weather.</p> <p>☑To understand and explain the term 'climate'.</p> <p>☑To understand and explain how countries have different climates which can be hot or cold.</p> <p>☑To name hot and cold countries and explain</p>			<p>Fantastic Flora</p>	<p>Coastal Living</p>

**Year 1 Curriculum**

	answering questions.	how they are different. To identify the location of hot and cold areas in the world.				
Art		Icey Adventures Painting: Warm and cold colours Collage: Contrasting colour and texture		Space Printing: Layering of Printing Textiles: Finishing Techniques	Weather/Plants Printing: Mono printing Collage: Representing a mood	
D&T	Animal Kingdom Mechanical Systems Sliders and levers To create a page of a moving picture book		Towers and Turrets Resistant Materials Free standing structures; Cutting, different joins, way to enforce To make a 3d structure of a castle			Costal Living Food and Nutrition Recognising and preparing fruit and veg To make a fruit salad for a picnic
Computing	Recognise common uses of information technology beyond school  Understand they need an adult with them when they use the internet. To know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing. To know and understand the online safety policy of the school. To begin to understand what personal information is and who you can share it with, including what is not safe to share online.	Use technology purposefully to create digital content  Use technology purposefully to store digital content  Use technology purposefully to retrieve digital content	Understand what algorithms are  Create simple programs	Begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences. To compare how staying safe online is similar to staying safe in the real world.  Recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time and make good choices about age appropriate activities. To recognise the impact of good choices and consequences of wrong ones on line.	Use technology purposefully to create digital content  Use technology purposefully to store digital content  Use technology purposefully to retrieve digital content	Understand what algorithms are  Create simple programs
PSHE	What is the same and different about us? Ourselves and others; similarities and differences; individuality; our bodies <i>Online Safety: School rules, adults are aware of what we are doing.</i>	Who is special to us? Ourselves and others; people who care for us; groups we belong to; families <i>Online Safety: What we do if we feel uncomfortable</i>	What helps us stay healthy? Being healthy; hygiene; medicines; people who help us with health <i>Online Safety: taking responsibility for what we share</i>	What can we do with money? Money; making choices; needs and wants <i>Online Safety: how school rules help us stay safe</i> <i>Online Safety</i>	Who helps to keep us safe? Keeping safe; people who help us <i>Online Safety: making choices about being</i> <i>Online Safety</i> Democracy: Learning what Democracy is and respecting the democratic process.	How can we look after each other and the world? Ourselves and others; the world around us; caring for others; growing and changing <i>Online Safety: How do we present ourselves Online Safety?</i>
RE	Judaism Importance of light and Hanukkah  L1: L.O: L.O: To think about how light makes me feel. L2: L.O: L.O: To learn about the main aspects of Judaism L3-L4: L.O: To understand and explain the meaning of light with the Jewish celebration of Shabbat L5-L6:L.O: To understand and explain the meaning of light with the Jewish festival of Hanukkah.	Christianity Importance of light  Christmas: advent L1: L.O: To think about how light makes me feel. L2: L.O: To learn about the main aspects of Christianity L3: L.O: To understand and explain the meaning behind the light used in Christian celebrations L4: L.O: To understand and explain the meaning behind the light used in Christian celebrations L5: L.O: To understand and explain the meaning behind the light used in Christian Christingles L6: L.O: To learn about	Islam Religious leaders  L1: L.O: To learn about the main aspects of Islam L2: L.O: To understand that there are people of importance to us and to explain why these people are special L3: LO: To identify people who are believed to be special by many people and know that people are considered to be special for a variety of reasons. L4: L.O: To learn the story of Muhammed the Prophet L5: L.O: To understand the sequence of	Christianity Religious leaders Easter: Sacrifice  L1: L.O: To understand the life of Jesus L2: L.O: To understand why the bible is special by listening to one of its stories. L3: L.O: To understand the important meaning behind Jesus' stories L4: L.O: To learn and understand the sequence of the Easter Story L5:L.O: To sequence the order of the Easter Story L.6: L.O: To understand a belief Christians have.	Judaism Religious leaders  L1: L.O: L.O: To recognise leader qualities L2:L.O: To learn the story of Moses life L3:L.O: To know who Moses was and understand why he became a leader <u>L4:L.O: To understand the 10 commandments and the importance of following rules</u> L5: L.O: To understand why Passover is celebrated and how this links to Moses' life L.6:L.O: To understand how the symbolic Seder plate links to the leader	Islam Signs and symbols  L1: L.O; To recognise some of the groups I belong to and what makes them special. L2: L.O: To and talk with people who belong to a faith community about how belonging affects their life. L3.L.O: L.O: To know and understand the symbols in Islam L4: L.O: To understand the importance of a Minaret to the Muslim religion L:4: L.O: To recognise the main symbol associated with Islam.

**Year 1 Curriculum**

		the Christmas Story	Muhammad life L6: L.O: To understand why Muhammad is special to Muslims.		Moses	
PE	Invasion Games	Dance	Gymnastics	Net/Wall Games	Athletics	Striking and Fielding
Trips/Whole school activities						