

Curriculum Overview for Year 1

<p>English</p> <p>Reading</p> <ul style="list-style-type: none"> Secure at phase 5 phonics. Identify which words appear again and again. Relate reading to own experiences. Re-reads if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title & events. Make predictions on basis of what has been read. Make inferences on basis of what is being said & done. Reads with pace & expression, i.e. pause at full stop; raise voice for question Knows difference between fiction and And non-fiction texts. <p>Writing</p> <ul style="list-style-type: none"> Write clearly demarcated sentences. Use 'and' to join ideas. Use conjunctions to join sentences (e.g. so, but). Use standard forms of verbs, e.g. go/went. Evidence of: <ul style="list-style-type: none"> Capital letters. Full stops. Question marks. Exclamation marks. Use capital letters for names & personal pronoun 'I'. Write clearly sequenced sentences. Correct formation of lower case – finishing in right place. Correct formation of capital letters. Correct formation of digits. <p>Talking to others:</p> <ul style="list-style-type: none"> Express feelings and ideas when speaking about matters of immediate interest. Talk in ways that are audible and intelligible to peers. Show some awareness of the listener by adjusting spoken language and using body language. <p>Talking with others:</p> <ul style="list-style-type: none"> Listen attentively and engage with the speaker. Take turns in small group situations or with talk partner. Listen to what others in group suggest and then say what they agree with. 	<p>Art & Design</p> <ul style="list-style-type: none"> 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>Computing</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet recognise common uses of information technology beyond school. 	
<p>Mathematics</p> <ul style="list-style-type: none"> Count to & across 100, forwards & backwards from any number. Read & write numbers to 20 in digits & words. Read & write numbers to 100 in digits. Say 1 more/1 less to 100. Count in multiples of 1, 2, 5 & 10. Know bonds to 10 by heart. <ul style="list-style-type: none"> Use bonds & subtraction facts to 20. Add & subtract: <ul style="list-style-type: none"> 1 digit & 2 digit numbers to 20, including zero. Add any three 1-digit numbers with a total up to 20. Tell time to hour & half past. <ul style="list-style-type: none"> Solve simple addition & division with apparatus & arrays. Recognise half and quarter of object, shape or quantity. Sequence events in order. Use language of day, week, month and year. 	<p>Design & Technology</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. evaluate their ideas and products against design criteria . <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Geography</p> <p>Location knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	
<p>Science</p> <p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers <p>Animals, including humans</p> <ul style="list-style-type: none"> identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, and 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>Everyday materials</p> <ul style="list-style-type: none"> 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 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Light</p> <ul style="list-style-type: none"> observe and name a variety of sources of light, including electric lights, flames and the Sun associate shadows with a light source being blocked by something. <p>Seasonal changes</p> <p>observe changes across the four seasons</p> <ul style="list-style-type: none"> observe and describe weather associated with the seasons and how day length varies. 	<p>History</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Queen Victoria significant historical events, people and places in their own locality. 	<p>Modern Languages</p> <p>Modern Languages</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of the language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Read carefully and show understanding of words, phrases and simple writing:</p> <p>Appreciate stories, songs, poems and rhymes in Spanish:</p> <p>Describe people, places, things and actions orally and in writing:</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	
<p>Template created by Michael Tidd 2013</p>		<p>Physical Education</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 perform dances using simple movement patterns. 	<p>Music</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music
			<p>RE/Come and See</p> <p>Domestic church – family. Families: God's love and care for every family. Baptism/confirmation –belonging Belonging: Baptism, an invitation to belong to God's family. Advent/Christmas –loving. Waiting: Advent a time to look forward to Christmas. Local church –community. Special people: People in the parish family. Eucharist – relating. Meals: Mass – Jesus' special meal. Lent/Easter – serving. Change: Lent a time for change. Pentecost –serving. Holidays & holydays: Pentecost –feast of the Holy Spirit. Reconciliation – serving. Being Sorry – God helps us to choose well, Sacrament of Reconciliation. Universal Church – world. Neighbours: Neighbours share God's world.</p>

