



Year 1 Curriculum 2018 – 2019



Year 1 Long Term Overview 2018-19 – Emma Nichols/ Meg Barker

Term 1 – TOPIC – All About Me

Wow Event – Walk around Long Sutton

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Labels, lists and captions. Recounts Stories with Familiar settings.	Place Value Addition and Subtraction	Seasonal Change. Plants Human Body	Purple Mash E-Safety	Self Portraits	Changes within living memory. The UK	Sounds which represent me. Body Percussion	New Beginnings	Basic skills – throwing and catching Coordination	God – What do Christians believe god is like?

Term 2 – TOPIC - Night time

Wow Event – Night Zookeeper/ Zoo Lab

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Stories with familiar settings. Sensory poems	Addition and Subtraction Geometry Place Value	Animals Day Length	Lego builders Algorithms E-Safety	Pop Up book	Fieldwork and map skills. Human and physical features.	Listening Skills. Animal Sounds.	Getting on and Falling out.	Gymnastics Multi-skills	Creation – Who do Christians believe made the world?

Term 3 – TOPIC – Fairytales and Castles

Wow Event – Lincoln Castle

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Fairy Tales Instructions Performing Poetry	Addition and subtraction. Place Value (including multiples of 2,5,10)	Seasonal Change Materials	Maze Explorers Programming E-Safety	Sewing (flags) Cooking for Banquet	William the Conqueror Lincoln Castle and its development	Expressive Voices Medieval Songs	Going for Goals	Dance	God - Islam



Term 4 – TOPIC - Toys

Wow Event – Toy Museum

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Information Texts	Measurement (length and Height) Measurement (weight and Volume)	Day Length	Animated storybooks E-Safety	Observational Drawing	Changes within living memory	Pitch	Good to be me	Team Games	Community - Islam

Term 5 – TOPIC – Oceans, Seas and Pirates

Wow Event – Sea Life Centre

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Digital Media Thematic Poems	Multiplication and Division Fractions Geometry (position and direction)	Animals Seasonal Change	Coding Purple Mash	Cooking – Fish cakes	Continents	Production Songs Pirate songs Under the Sea	Relationships	Team Games Athletics Sports Day Practice	Places of Worship

Term 6 – TOPIC – Oceans, Seas and Pirates

Wow Event – Pirate Party

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Digital Media Thematic Poems	Place Value Money Time	Plants Consolidation	Spreadsheets Technology outside school	Under the sea – Vincent Van Gough	Oceans	Production Songs Pirate songs Under the Sea	Changes	Team Games Athletics Sports Day Practice	Places of Worship



Year 1 English Curriculum 2018/19 Statutory Requirements

Spoken Language	
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ listen and respond appropriately to adults and their peers ▪ ask relevant questions to extend their understanding and knowledge ▪ use relevant strategies to build their vocabulary ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	
Reading – Word Recognition	Reading - Comprehension
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ apply phonic knowledge and skills as the route to decode words ▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ▪ read other words of more than one syllable that contain taught GPCs ▪ read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) ▪ 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. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known ▪ understand both the books 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.



Writing - Transcription	Writing - Handwriting	Writing – Vocabulary, Grammar and Punctuation	Writing - Composition
<p>Spelling</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ spell: ▪ words containing each of the 40+ phonemes already taught ▪ common exception words ▪ the days of the week ▪ name the letters of the alphabet: ▪ naming the letters of the alphabet in order ▪ using letter names to distinguish between alternative spellings of the same sound ▪ add prefixes and suffixes: ▪ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ▪ using the prefix un– ▪ 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] ▪ apply simple spelling rules and guidance, as listed in school’s Spelling Progression Document ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ sit correctly at a table, holding a pencil comfortably and correctly ▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place ▪ form capital letters ▪ form digits 0-9 ▪ understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ leave spaces between words ▪ join words and joining clauses using and ▪ begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ write sentences by: ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense ▪ discuss what they have written with the teacher or other pupils ▪ read aloud their writing clearly enough to be heard by their peers and the teacher.

Key Terminology for children

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark



Year 1 Maths Curriculum 2018/19 Statutory Requirements

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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; count in multiples of twos, fives and tens given a number, identify one more and one less 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 read and write numbers from 1 to 20 in numerals and words. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Measurement			Geometry
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 			<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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] describe position, direction and movement, including whole, half, quarter and three-quarter turns.



Year 1 Science Curriculum 2018/19 Statutory Requirements

Plants

Pupils should be taught to:

- 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

Animals, including humans

Pupils should be taught to:

- 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

Everyday materials

Pupils should be taught to:

- 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

Seasonal changes

Pupils should be taught to:

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies



Year 1 History Curriculum 2018/19 Statutory Requirements

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 use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality



Year 1 Geography Curriculum 2018/19 Statutory Requirements

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

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 [for example, 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



Year 1 Computing Curriculum 2018/19 Statutory Requirements

Pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- 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

Year 1 Art Curriculum 2018/19 Statutory Requirements

Pupils should be taught:

- 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



Year 1 DT Curriculum 2018/19 Statutory Requirements

When designing and making, pupils should be taught to:

Design

- 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

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **(Children will have opportunities to cook each half term using focus on food website)**

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products



Year 1 Music Curriculum 2018/19 Statutory Requirements

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Year 1 PE Curriculum 2018/19 Statutory Requirements

Pupils should be taught to:

- 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.

