

## Year 1 Curriculum Overview

<p><b>MATHS</b></p> <p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>Count to / across 100</li> <li>count in 1's, 2's, 5's and 10's</li> <li>Identify one more and one less</li> <li>Read and write numbers to 20</li> <li>Use language 'more than', 'most'</li> <li>Use +, - and = symbols</li> <li>Know number bonds to 20</li> <li>Add and subtract one digit numbers and two digit numbers to 20 including 0</li> <li>Solve one step problems, including simple arrays</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>Use common vocabulary for comparisons e.g. heavier, taller, full, longest, quickest</li> <li>Begin to measure length, capacity, weight</li> <li>Recognise coins and notes</li> <li>Use time and ordering vocabulary</li> <li>Tell the time to hour / half hour</li> <li>Use language of days, weeks, months, years</li> <li>Recognise and name common 2d and 3d shapes</li> <li>order and arrange objects</li> <li>Describe position and movement, including half and quarter turns.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Recognise and use <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math></li> </ul>	<p><b>SCIENCE</b></p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen Identify basic plant parts (roots, leaves, flowers etc)</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers</li> </ul> <p><b>Animals Including Humans</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><b>Seasonal Change</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the season and how the day length varies</li> </ul>	<p><b>MODERN FOREIGN LANGUAGES</b></p> <ul style="list-style-type: none"> <li>Respond to simple words.</li> <li>Introduce finger rhymes and simple actions. –greetings, colours and numbers</li> </ul> <p><b>COMPUTING</b></p> <ul style="list-style-type: none"> <li>organise, store and retrieve simple data-researching William the Conqueror</li> <li>understand use of algorithms-sequencing an everyday event</li> <li>write and test simple programs-Scratch Junior</li> <li>use logical reasoning to make predictions</li> <li>Communicate online safely and respectfully-e safety</li> </ul>
<p><b>PSHE</b></p> <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Healthy lifestyles</li> <li>Growing and changing</li> <li>Keeping safe-medicines, household</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Feeling and emotions</li> <li>Healthy relationships</li> <li>Valuing difference</li> </ul> <p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>Rights and responsibilities</li> <li>Taking care of the environment</li> <li>money</li> </ul>	<p><b>RELIGIOUS STUDIES</b></p> <ul style="list-style-type: none"> <li>What do some people do because they believe in God?- Christianity-the church (Baptism)</li> <li>How do some people behave/ feel because they believe in God? Christianity-God (Christmas)</li> <li>What is God like? Hinduism</li> <li>What stories are told about God and why are they told? Christianity-Jesus</li> <li>What do some people do because they believe in God? Judaism</li> <li>Where is God? – Islam</li> </ul>	

<p><b>ENGLISH</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Match graphemes for all phonemes</li> <li>• Read accurately by blending sounds</li> <li>• Read words with very common suffixes</li> <li>• Read contractions and understand purpose</li> <li>• Read phonics books aloud</li> <li>• Link reading to own experiences</li> <li>• Join in with predictable phrases</li> <li>• Discuss significance of title and events</li> <li>• Make simple predictions</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Name letters of the alphabet</li> <li>• Spell very common 'exception' words</li> <li>• Spell days of the week</li> <li>• Use very common prefixes and suffixes</li> <li>• Form lower case letters correctly</li> <li>• Form capital letters and digits</li> <li>• Compose sentences orally before writing</li> <li>• Read own writing to peers or teachers</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Begin to use basic punctuation .,?!)</li> <li>• Use capital letters for proper nouns</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; respond appropriately</li> <li>• Ask relevant questions</li> <li>• Maintain attention and participate</li> </ul>	<p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>• Sing songs</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen and understand live and recorded music</li> <li>• Make and combine sounds musically</li> </ul>	<p><b>PHYSICAL EDUCATION</b></p> <p>Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and coordination</p> <ul style="list-style-type: none"> <li>• Participate in team games</li> <li>• Perform dances using simple movement</li> </ul>
	<p><b>DESIGN AND TECHNOLOGY</b></p> <p>Design purposeful, functional &amp; appealing products</p> <ul style="list-style-type: none"> <li>• Generate, model and communicate ideas</li> <li>• Use a range of tools and materials to complete practical tasks</li> <li>• Evaluate existing products and own ideas</li> <li>• Build and improve structures and mechanisms.</li> <li>• Understand where food comes from.</li> </ul> <p>WOW – Make a puppet and use it to tell a story with friends. Make a smoothie Make a medieval castle</p>	<p><b>ART AND DESIGN</b></p> <p>Use sketch books to record and explore ideas. Explore the work of artists, craftspeople and designers from different times and cultures.</p> <ul style="list-style-type: none"> <li>• <b>Drawing:</b> Experiment with a variety of media. Observe and draw shapes and lines and invent new ones.</li> <li>• <b>Painting:</b> Experiment with a variety of tools and techniques. Mix and match colours.</li> <li>• <b>Collaging:</b> Create a seaside landscape in the style of Josie Russell.</li> <li>• <b>3D:</b> Manipulate malleable materials for a purpose.</li> </ul> <p>WOW – Create a piece of art for an exhibition (charity fundraiser)</p>
	<p><b>HISTORY</b></p> <p><b>Changes Within Living Memory:</b> How has childhood changed since my parents and grandparents were children? Looking in detail at how toys have changed.</p> <p><b>Significant People, places and events locally:</b></p> <ul style="list-style-type: none"> <li>• Lewis Carroll- identify the Victorian era when Lewis Carroll was living. Explore the life of Victorians for example- school, homes, clothing, seaside towns and transport.</li> </ul> <p><b>The lives of significant individuals:</b> Who built Britain's castles? Why were they built? Who lived in them? Which castles did William the Conqueror build? How were common people treated in the time of William the Conqueror? Who was King Richard? How has the Tower of London's use changed over time?</p> <p>WOW – Make a medieval castle with a moving drawbridge.</p>	<p><b>GEOGRAPHY</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate countries of the UK.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences in Lymm and contrast with another non-European country.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Identify daily weather patterns in the UK.</li> <li>• Use basic geographical vocabulary to refer to key physical features, including beach, forest, hills and mountains, sea etc.</li> <li>• Use basic geographical vocabulary to refer to key human features including towns, village and city.</li> </ul> <p><b>Geographical Skills and Field work</b></p> <ul style="list-style-type: none"> <li>• Use aerial photographs to recognise landmarks.</li> <li>• Use simple field work and observational skills.</li> <li>• Use maps, atlases and globes to identify the UK and its countries.</li> <li>• Devise a simple map of the classroom.</li> </ul>