

Year 1 Curriculum Overview

Literacy		History		Art and Design	
<p>To apply phonics knowledge and skills to decode and spell words. To respond speedily with the correct sound to graphemes for all phonemes, including alternative sounds to graphemes. To read words containing –s, –es, –ing, –ed, –er and –est endings. To read words containing more than 1 syllable. To read words with contractions [for example, I'm, I'll, we'll], and understand why the apostrophe is used. In reading, to predict what might happen on the basis of what has been read so far. To draw on what they already know or on background information and vocabulary provided by the teacher. To discussing the significance of the title and events. To make inferences on the basis of what is being said and done. To spell words with the suffixes: -ing, -er, -ed, est, -es, -s. To understand which letters belong to which handwriting 'families' and to practise these. To compose a sentence orally before writing it down. To join clauses using 'and'. To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. To re-read what they have written to check that it makes sense.</p>		<p>Topics: Old Toy, New toy: toys from the past. Dark, Dark, Dark: What was it like without electricity?</p> <p>Skills: To find out about famous inventors – Thomas Edison. To find out about the past. To know the difference between past and present. To put events in time order.</p>		<p>Topics: Home Sweet Home: Painting a home. Rumble in the Jungle: recreating a piece of artwork. Where is it?: Sculptures</p> <p>Skills: To learn how to mix paint to create specific colours. To learn more about the work of an artist (Henry Moore and Henri Rousseau). To design and create a sculpture. To develop art techniques in colour, texture, shape and form.</p>	
Numeracy		Design and Technology		Geography	
<p>To count, read and write numbers to 100. To count in multiples of 2s, 5s and 10s. To identify one more and one less numbers to 100. To represent and use number bonds and related subtraction facts within 20. To subtract one-digit and two-digit numbers to 100. To solve one-step problems that involve subtraction using missing number problems. To solve one-step problems that involve multiplication and division, using objects and pictures. To measure and record length, mass and weight, capacity and time. To recognise and name common 2D and 3D shapes. To recognise, find and name a half and a quarter of an object, shape or quantity. To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. To describe position, direction and movement, including whole, half, quarter and three-quarter turns. To recognise and know the value of different denominations of coins and notes.</p>		<p>Topics: Old Toy, New Toy: create a jumping jack. Food Glorious Food: design, make and evaluate Italian food</p> <p>Skills: To design a product. To make a product using a range of tools. To evaluate a product. To understand what a healthy and varied diet is. To know where food comes from.</p>		<p>Topics: Home Sweet Home – comparing homes in Borneo to homes in Crossways. Rumble in the jungle: rainforests. Where is it?: using maps.</p> <p>Skills: To identify, describe and observe human features (homes). To identify similarities and differences between places. To identify features of different places (Italy, rainforests). To know where places are and what they are like. To create and read maps.</p>	
Science		PSHCE		Religious Education	
<p>Topics: Materials Light and electricity Animals including humans Plants</p>		<p>Topics: New beginnings Getting on and Falling out Good to be me Going for goals Relationships Changes</p>		<p>Topics: Does God want Christians to look after the world? What is a prophet? Why is the church important to Christians? Why is water special to religions? Was it always easy for Jesus to show friendship?</p>	
<p>Skills: To recognise and name a range of materials and describe their properties. To know some materials are found naturally. To know what light sources are To build a simple circuit To group animals according to similarities and differences. To understand the terms: carnivores, herbivores and omnivores. To recognise and name parts of the body. To identify common garden and wild plants. To identify deciduous and evergreen trees. To recognise and name the parts of a flowering plant.</p>		<p>Skills: To know how to make the class a safe and fair place. To know how to make myself a good place to learn. To know some ways to calm myself down. I know feelings linked to anger. I can choose a goal and break it down into small steps. I know a range of feelings and how my body might react.</p>		<p>Skills: To hear and retell Christian stories. To know what makes a place of worship special. To know a Hindu story. To know how friendship is seen in the bible.</p>	
				Languages (KS2 Only)	
				<p>Topics:</p>	
				<p>Skills:</p>	
				Physical Education	
				<p>Topics: Netball, traditional dancing, gymnastics, games, football, dance, tennis, athletics.</p>	
				<p>Skills: To send and receive a ball with accuracy. To learn and create movement phrases. To develop balance, agility and co-ordination. To run for distance and speed. To jump for distance and height. To participate in team games.</p>	