

YEAR 1 CURRICULUM OVERVIEW 2018-19

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Core Text	The Story Tree	Traction Man	Robot and the Bluebird	My first book of fantastic poems	10 Things I can do to Help My World	How to Find Gold
Trips / Visits	Exploring school grounds in autumn Visit to Mud Kitchen retelling Red Riding Hood story	Grandparent in to talk about toys from past Christmas Class Cinema		RSPB visit to school	Visit to Wakehurst Place Charlotte's Cupboard visit (tbc)	Treasure Hunt
Reading Comprehension Skills	<p>Word Reading I can say quickly the sound of all the letters and letter groups I can use letter sounds to work out and read new words I can read new words correctly by blending the letter and letter group sounds I have been taught I can read many common exception words I can read many words quickly and accurately without needing to sound and blend words I have seen before I can read aloud books that use letters and letter groups I have been taught</p> <p>Comprehension I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced I can explain the meaning of words that I know</p>		<p>Word Reading I can say quickly the sound of all the letters and letter groups I can read new words correctly by blending the letter and letter group sounds I have been taught I can read many common exception words I can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -est I can read words of more than one syllable using sounds that I have been taught I can read many words quickly and accurately without needing to sound and blend words I have seen before I can read aloud books that use letters and letter groups I have been taught</p> <p>Comprehension I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others I can enjoy stories and texts that I can read</p>		<p>Word Reading I can say quickly the sound of all the letters and letter groups I can read new words correctly by blending the letter and letter group sounds I have been taught I can read many common exception words I can read words made up of the letter sounds I know and which have endings -s, -es, -in, -ed, and -est I can read words of more than one syllable using sounds that I have been taught I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters I can use the sounds I know to re-read books more fluently and with more confidence</p> <p>Comprehension I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others</p>	

	<p>and I can talk about the meaning of new words, linking the meaning of new words to those I already know</p> <p>I can explain clearly my understanding of texts which have been read to me</p> <p>I can join in with words when I can guess what is coming next</p> <p>I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading</p> <p>I can talk about the title and events in books I have read or heard</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done</p> <p>I can say what might happen next in a story</p> <p>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say</p>	<p>for myself or have had read to me which link to things I have experienced</p> <p>I can enjoy and understand rhymes and poems, and can recite some by heart</p> <p>I can explain the meaning of words that I know and I can talk about the meaning of new words, linking the meaning of new words to those I already know</p> <p>I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading</p> <p>I can usually spot if a word has been read wrongly by following the sense of the text</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done</p> <p>I can say what might happen next in a story</p>	<p>I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced</p> <p>I can explain the meaning of words that I know and I can talk about the meaning of new words, linking the meaning of new words to those I already know</p> <p>I can usually spot if a word has been read wrongly by following the sense of the text</p> <p>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done</p> <p>I can explain clearly my understanding of texts which have been read to me</p>
English	<p>Spelling</p> <p>I can spell words containing each of the letter sounds I have been taught</p> <p>I can break down spoken words into their sounds and spell some correctly</p> <p>I can use simple spelling rules</p> <p>I can write the correct spellings in simple sentences I hear my teacher say</p> <p>I can name the letters of the alphabet in order</p> <p>Handwriting</p> <p>I can sit correctly at a table, holding a pencil comfortably and correctly</p> <p>I can write numbers 0-9</p> <p>I can write lower-case letters in the correct direction, starting and finishing in the right place: begin cursive handwriting</p> <p>I can see which letters belong to which handwriting 'families': begin cursive handwriting</p>	<p>Spelling</p> <p>I can break down spoken words into their sounds and spell some correctly</p> <p>I can spell some common exception words</p> <p>I can spell the days of the week</p> <p>I can write the correct spellings in simple sentences I hear my teacher say</p> <p>I can name the letters of the alphabet in order</p> <p>I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</p> <p>I know the plural rule and can use -s and -es in the right place</p> <p>I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest</p>	<p>Spelling</p> <p>I can spell some common exception words</p> <p>I can spell the days of the week</p> <p>I can name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</p> <p>I can add un- to the start of a word to make a different word</p> <p>I can add -ing, -ed, -er and -est to the end of a word to make a new word e.g. helping, helped, helper, eating, quicker, quickest</p> <p>I can use simple spelling rules</p> <p>Handwriting</p> <p>I can write capital letters</p> <p>I can write lower-case letters in the correct direction, starting and finishing in the right place – cursive handwriting</p>

	<p>Composition I can write sentences by saying out loud what I am going to write about I can say my sentence out loud before I write it I can join my sentences together to make a story I can talk about my writing with my teacher or children in my class</p> <p>Vocabulary, Grammar and Composition I can use capital letters for names, places, the days of the week and the word 'I' I can put words together to make sentences I can use spaces between words I can use capital letters and full stops</p>	<p>I can use simple spelling rules</p> <p>Handwriting I can sit correctly at a table, holding a pencil comfortably and correctly I can write capital letters I can write lower-case letters in the correct direction, starting and finishing in the right place – cursive handwriting taught in phonics lessons I can see which letters belong to which handwriting 'families'</p> <p>Composition I can say my sentence out loud before I write it I can join my sentences together to make a story I can read my sentence and check that it makes sense I can talk about my writing with my teacher or children in my class I can read my sentence out loud so that children in my class can hear and understand me</p> <p>Vocabulary, Grammar and Composition I can put words together to make sentences I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes I can add -ing and -er to the end of a word to make a new word e.g. helping, helper I can use joining words like 'and' I can use capital letters and full stops</p>	<p>encouraged in written work</p> <p>Composition I can join my sentences together to make a story I can read my sentence and check that it makes sense I can talk about my writing with my teacher or children in my class I can read my sentence out loud so that children in my class can hear and understand me</p> <p>Vocabulary, Grammar and Composition I can add s or es to words to make them plurals e.g. dog, dogs; wish, wishes I can add -ing and -er to the end of a word to make a new word e.g. helping, helper I can show you how un- added to the beginning of a word can change its meaning I can use joining words like 'and' – no capital letter for and I can use capital letters and full stops I can use question marks and exclamation marks I can use capital letters for names, places, the days of the week and the word 'I' I can explain what these words mean: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>
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Maths	Number and PV	Addition and subtraction	Addition and subtraction	Number and PV	Multiplication and Division	Number and PV
	<p>I can count to and past 100, forwards and backwards starting from any number</p> <p>I can count and read numbers to 100 in numerals</p> <p>I can count and write numbers to 100 in numerals</p> <p>I can identify one more and one less, given a starting number</p> <p>I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least</p> <p>I can read and write numbers from 1 to 20 in numbers</p>	<p>I can read and write numbers from 1 to 20 in words</p> <p>I can read and understand number statements using +, - and =</p> <p>I can write number statements using +, - and =</p> <p>I can use number bonds up to 20</p> <p>I can use subtraction facts up to 20</p> <p>Geometry – shape</p> <p>I can recognise and name common 2-D shapes such as rectangles, squares, circles and triangles</p> <p>I can recognise and name common 3-D</p>	<p>I can read and write numbers from 1 to 20 in words</p> <p>I can read and understand number statements using +, - and =</p> <p>I can write number statements using +, - and =</p> <p>I can use number bonds up to 20</p> <p>I can use subtraction facts up to 20</p> <p>Number and PV</p> <p>I can count to and past 100, forwards and backwards starting from any number</p> <p>I can count and read numbers to 100 in numerals</p> <p>I can count and write numbers to 100 in words</p> <p>I can count in</p>	<p>I can use counting to solve problems with bigger numbers</p> <p>I can partition and combine numbers using apparatus if I need it</p> <p>Measurement</p> <p>I can solve problems for length and height by telling which objects are longer or shorter/ taller or shorter</p> <p>I can solve problems for mass and weights by telling which objects are heavier or lighter</p> <p>I can solve problems for capacity and volume by telling if a container is</p>	<p>I can count in jumps of 2, 5 and 10s</p> <p>I can answer multiplication questions using objects, pictures and other equipment</p> <p>I can answer division questions using objects, pictures and other equipment</p> <p>Fractions</p> <p>I can find and name $\frac{1}{2}$ (half) of an object, shape or amount</p> <p>I can find and name $\frac{1}{4}$ (quarter) as one of four equal parts of an object, shape or amount</p> <p>Geometry –</p>	<p>I can count to and past 100, forwards and backwards starting from any number</p> <p>I can count and read numbers to 100 in numerals</p> <p>I can count and write numbers to 100 in numerals</p> <p>I can identify one more and one less, given a starting number</p> <p>I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least</p> <p>I can read and write numbers from 1 to 20 in numbers</p> <p>I can count and write numbers to 100 in words</p> <p>I can count in jumps of 2, 5 and</p>

		<p>shapes such as cuboids, cubes, pyramids and spheres</p>	<p>jumps of 2, 5 and 10s</p> <p>I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least</p> <p>I can read and write numbers from 1 to 20 in numbers</p> <p>I can read and write numbers from 1 to 20 in words</p>	<p>empty, half full or full and if there is more in one container than another</p> <p>I can measure weight or mass and write these measurements down</p> <p>I can measure capacity or volume and write these measurements down</p> <p>I can measure and begin to record length/height</p>	<p>Position and Direction</p> <p>I can talk about whole, half, quarter and three quarter turns. I can then use this to explain movement, direction and position</p>	<p>10s</p> <p>Measurement - Money</p> <p>I can tell how much different coins or notes are worth</p> <p>Time</p> <p>I can solve problems for time. I can tell if something is quicker or slower. I can tell if something happened earlier or later</p> <p>I can measure time in hours, seconds or minutes and write these measurements down</p> <p>I can tell when things happened by using these words: before, after, next, first,</p>
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						<p>today, yesterday, tomorrow, morning, afternoon, evening</p> <p>I can talk about dates using the days of the week, weeks, months and years</p> <p>I can tell what the time is in hours and half past the hour. I can draw these on a clock face</p>
<p>Science</p>	<p>Humans and Animals I can name, draw and label the basic parts of the human body and say which part of the body is to do with each sense I can spot and name a variety of common animals</p> <p>Weather I can start to explain changes through</p>	<p>Humans and Animals I can spot and name a variety of common animals that are carnivores, herbivores and omnivores I can describe and compare the structure of a variety of</p>	<p>Materials I can tell the difference between an object and the material from which it is made I can name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p>Materials I can describe some everyday materials I can make groups of materials based on what they are like</p>	<p>Plants I can name some common wild and garden plants, including deciduous and evergreen trees I can name and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Plants, Humans and Animals I can name some common wild and garden plants, including deciduous and evergreen trees I can name and describe the basic structure of a variety of common flowering plants,</p>

	autumn, winter, spring and summer	common animals	Weather I can explain changes through autumn, winter, spring and summer I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter		Weather I can explain changes through autumn, winter, spring and summer I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter	including trees
Science Investigation Skills	I can ask questions and know they can be answered in different ways I can look closely, using equipment I can name and group I can use my observations and ideas to suggest answers to questions					
Computing	I know to tell an adult if I see anything worrying online I can recognise how I use technology in my home and at school	I can type of a keyboard I can type symbols and save files I can edit text I can use a keyboard I can select and format text I can format the font	I can use a computer mouse I can switch on & shut down a computer I can launch an application & manipulate windows I can save a file I can drag objects I can identify and practise my	I can paint with different colours I can paint with different brushes I can create shapes and fill areas I can make changes to improve my work I can add text to a painting I can use a	I can describe and use instructions to programme a character I can program a character to grow and shrink I can use instructions to make characters move at different speeds and distance I can use a repeat	I can demonstrate a range of basic skills to use a computer and its software I can type and format text, then save my work I can open saved work and edit text I can use shapes to create a particular image I can use different

			computer skills	computer program to make a poster	instruction to make a sequence of instructions run more than once I can create programs that play a recorded sound I can create programs with a sequence of linked instructions	brush tools to create a particular image I can create text and pictures about a shared theme
Geography	I can describe seasonal weather changes	I can describe seasonal weather changes	<p>I can describe seasonal weather changes</p> <p>I can use words such as near and far, left and right to talk about where things are (PE lesson - linked with POR Robot & blue bird)</p>	<p>I can describe seasonal weather changes</p> <p>I can describe and compare familiar places (village walk)</p> <p>I can link home with other places in my area</p>	<p>I can ask simple geographical questions – what’s it like to live in this place?</p> <p>I can understand how some places are linked to other places e.g roads, trains</p> <p>I can show I know about changes in the local environment</p> <p>I can suggest ideas for improving the environment.</p> <p>I can suggest ideas for improving the school environment.</p>	<p>I can use simple observational tools to study the geography of the school and its school grounds</p> <p>I can use simple maps of the local area</p> <p>I can make simple maps and plans eg pictorial place in a story</p> <p>I can name describe and compare places I know</p>

History	I can place known events in the order they happened (relate to story in English)	<p>I can use common words and phrases relating to the passing of time (toys)</p> <p>I can find answers to some simple questions about the past from simple sources of information (grandparent visit/books)</p> <p>I can sort historical objects from 'then' and 'now'</p> <p>I can ask and answer relevant basic questions about the past (grandparent visit re toys from past)</p> <p>I can identify similarities and differences between ways of life in different periods (museum boxes)</p>		<p>I can sequence events and recount changes within living memory (personal timeline)</p> <p>I can talk, draw or write about aspects of the past.</p>	<p>I can place known events in the order they happened (recount of visit to Wakehurst Place)</p> <p>I can relate my own account of an event and understand that others may give a different version</p>	<p>I can sequence events and recount changes within living memory (chronological understanding) (Pupil Comment on Report for end of Year 1)</p> <p>I can understand key features of events (whole class reading activity)</p>
Art	<p>I can say what I like about other people's artwork</p> <p>I can draw things I</p>	I can make marks in print using different objects and basic tools	<p>I can use art to record my ideas</p> <p>I can try out ways</p>	I can cut glue and trim materials to make pictures	I can try out different materials to design and	I can say what I like about other people's artwork

	<p>have seen or imagined using lines I can try out ways mark-making using different tools</p>	<p>and use these to make repeating patterns</p>	<p>of mark making using different tools</p>	<p>I can draw things I have seen or imagined using lines I can try out ways mark-making using different tools</p>	<p>make products. I can make structures by joining simple objects together</p>	<p>I can sort cut and shape fabric and experiment with ways of joining them.</p>
DT	<p>I can talk about what I eat at home and begin to discuss what healthy foods are</p> <p>I can say where some food comes from and give examples of food that is grown</p> <p>I can use simple tools with help to prepare food safely</p> <p>I can create a simple design for my product</p>	<p>I can use pictures and words to describe what I want to do</p> <p>I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</p> <p>I can use a range of simple tools to cut, join and combine materials and components safely</p> <p>I can use wheels and axles in a product</p>	<p>I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</p> <p>I can use a range of simple tools to cut, join and combine materials and components safely</p>	<p>I can say where some food comes from and give examples of food that is grown</p> <p>I can use simple tools with help to prepare food safely</p>	<p>I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing</p> <p>I can use a range of simple tools to cut, join and combine materials and components safely (moving picture)</p>	<p>I can use pictures and words to describe what I want to do</p> <p>I can build structures exploring how they can be made stronger stiffer and more stable.</p> <p>I can use a range of simple tools to cut, join and combine materials and components safely (puppets)</p>
R.E.	<p>Looking at the world around us and how the world was created. How different</p>	<p>Finding out about how different religions show thankfulness for</p>	<p>Finding out how different faiths welcome new people into their</p>	<p>Thinking about how and why religious people show care and</p>	<p>Recognising some religious books and practises associated with</p>	<p>Hearing a range of stories from different religious books. Exploring</p>

	religions believe the world was created.	the natural world.	communities. Talking to a person of faith about the role of the church in people's lives.	concern for humanity. Learning about the events in Holy Week. Also looking at special books (both personal and religious), hearing and understanding a range of stories from them.	them. Begin to be aware of similarities between different religions. Expressing own experience and feelings about things that are important in their lives.	different beliefs people hold including belief in God/gods. Understanding different religious traditions.
P.E.	<p>Gymnastics</p> <p>I can walk along a straight line without swaying to one side or another</p> <p>I can perform a sequence of actions which have a clear start, middle and ending</p> <p>I can analyse my own, and others' performance</p> <p>Multi-skills – Ball skills</p> <p>I can run in between</p>	<p>Gymnastics</p> <p>I can walk along a straight line without swaying to one side or another</p> <p>I can perform a sequence of actions which have a clear start, middle and ending</p> <p>I can analyse my own, and others' performance</p> <p>Multi-skills – Ball Skills</p>	<p>Dance</p> <p>I can use my skills to perform in sports and activities</p> <p>I can perform a sequence of actions which have a clear start, middle and ending</p> <p>I can analyse my own, and others' performance</p> <p>I know that exercise has a positive effect on our minds</p> <p>Multi-skills –</p>	<p>Athletics</p> <p>I can jump a long distance using my arms and legs to help push me forward and land safely</p> <p>I can jump high, bending my knees and swinging my arms to help move me higher.</p> <p>Multiskills – Net games</p> <p>I can perform a sequence of</p>	<p>Athletics</p> <p>I can run in between posts placed in a long line bending my legs and body to help me change direction</p> <p>I can hop on one leg on the spot, using my arms to help me balance, without putting my other foot down</p> <p>I can jump a long distance using my</p>	<p>Striking Games</p> <p>I can throw a small ball underarm accurately so that it reaches its target</p> <p>I can use my skills to perform in sports and activities</p> <p>I can work as part of a team</p> <p>I can analyse my own, and others' performance</p>

	<p>posts placed in a long line bending my legs and body to help me change direction</p> <p>I can hop on one leg on the spot, using my arms to help me balance, without putting my other foot down</p> <p>I can catch a bean bag by placing my body in line to meet the flight of the bag and I cup my hands so the bag cannot fall out</p> <p>I can throw a small ball underarm accurately so that it reaches its target</p>	<p>I can use my skills to perform in sports and activities</p> <p>I can throw a small ball underarm accurately so that it reaches its target</p> <p>I can run in between posts placed in a long line bending my legs and body to help me change direction</p> <p>I can share my ideas about something</p>	<p>Invasion Games</p> <p>I can run in between posts placed in a long line bending my legs and body to help me change direction</p> <p>I can hop on one leg on the spot, using my arms to help me balance, without putting my other foot down</p> <p>I can catch a bean bag by placing my body in line to meet the flight of the bag and I cup my hands so the bag cannot fall out</p> <p>I can throw a small ball underarm accurately so that it reaches its target</p> <p>I can work as part of a team</p>	<p>actions which have a clear start, middle and ending</p> <p>I can work as part of a team</p> <p>I can hit a ball with a racket to a partner</p> <p>I can hit a target using a racket and ball</p>	<p>arms and legs to help push me forward and land safely</p> <p>I can jump high, bending my knees and swinging my arms to help move me higher</p>	<p>Athletics</p> <p>I can run in between posts placed in a long line bending my legs and body to help me change direction</p> <p>I can hop on one leg on the spot, using my arms to help me balance, without putting my other foot down</p> <p>I can jump a long distance using my arms and legs to help push me forward and land safely</p> <p>I can jump high, bending my knees and swinging my arms to help move me higher</p>
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Music	<p>Exploring pitch and duration - learn a variety of songs linked to harvest, day and night, seasons e.t.c</p> <p>Learn to internalise and perform repeated rhythm patterns using percussion instruments</p>	<p>Preparation for Nativity</p> <p>Children to add musical sounds to a Christmas story.</p> <p>What makes a good sound?</p> <p>Explore dynamics.</p>	<p>Learn about different musical genres – Baroque music –main indicators.</p> <p>Introduction to glockenspiels – children learn how to play a simple tune on glockenspiels.</p>	<p>‘Red Riding Hood’– Exploring pitch, rhythm and pulse through singing songs in unison and two parts. Children start to learn to play together in an ensemble using tuned and untuned instruments with increasing control and rhythmic accuracy</p>	<p>Exploring instruments and sounds – the orchestra-learn to identify instruments by their sound</p>	<p>Further develop singing skills – sea shanties – explore tempo and dynamics.</p>
French	<p>eg</p> <p>Counting</p>	<p>eg</p> <p>body parts</p> <p>food</p>				
PSCHE	<p>Living in the Wider World</p> <p>School values PART what they mean, what it looks like in school, understand how to get tokens</p>	<p>Relationships</p> <p>I can describe my family and friends I know what bullying is and where to go for help Name some feelings and emotions</p>	<p>Health and well-being</p> <p>Safety around substances Similarities and differences between people Following instructions to stay safe</p>	<p>Health and well-being</p> <p>Behaviours that contribute to healthy lifestyle Relationships Name some feelings and emotions, talk about themselves,</p>	<p>Living in the Wider World</p> <p>Understand that their locality is part of the wider world, understand that people can harm or improve the environment,</p>	<p>Living in the Wider World</p> <p>Understand that needs are different than wants, know that they belong to different groups, say things they have in common with other people</p>

				recognise that people behave in different ways		
British Values	Democracy	Tolerance of those with different faith and beliefs	Respect	Rule of Law	Individual Liberty	Being part of a community