



# Year 1 Curriculum

7Cs focus	Autumn term: 1 'C' per week					
<b>Whole school events</b>	<b>Aut 1</b> Maths/ Art week Harvest Festival St Francis Day: 4 <sup>th</sup> October Spanish day	<b>Aut 2</b> Prayer space Outdoor Classroom Day – 1 <sup>st</sup> November Anti-bullying week World Kindness Day – 14 <sup>th</sup> November	<b>Spring 1</b> Safer Internet day Mental health week National Handwriting Day International Random Acts of Kindness Day: 17 <sup>th</sup> Feb	<b>Spring 2</b> Book week (Books at Bedtime): Science week Prayer space World Poetry Day	<b>Summer 1</b> Well-being/anti- bullying week Outdoor week Walk to School week	<b>Summer 2</b> Sports day/week First Holy Communion
<b>Driving subject &amp; catchy title</b>	Run, run as fast as you can!	Science Plastic Fantastic?	Science ROOOAR!	How does your garden grow?	Around the world: Ahoy there	
<b>HOOK</b>	Lunch box-gingerbread man gone!	Letter about ponds & plastic.	Footprints in the classroom	Planting day!	Other country artefact - Treasure hunt – Match to flag	Poole museum pirate day
<b>FABULOUS FINALE</b>	Gingerbread man party	Plastic Art	Dinosaur fact quiz	Home grown Cress sandwiches	Mini Olympics?	Pirate party
<b>No. of weeks</b>	7	7	6	5	7	7
<b>Visitors/ trips</b>	(In- house) dress up as old lady.	Kinson Common TBC	Dinosaur Museum	Intech outreach visitor (tbc)	Tesco – fruit tasting	Poole museum pirate day
	LRRH in the	Environment	Fossil	Planting	Orienteering	Desert Island



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Outdoor Learning	forest	pick up!	hunting <i>Fossil art</i>			
<p><b>English skills:</b></p> <p>Reading, comprehension tasks, spelling, handwriting, weekly writing (plan, draft, evaluate, edit, improve), grammar &amp; punctuation</p>	<p>Learning and retelling traditional tales:            Texts: The Gingerbread Man            Little Red Riding Hood            Comparing traditional modern stories:            Text: The Hungry Caterpillar (Eric Carle)            Guided Reading: using phonics knowledge to read words, retrieval skills            GPS –Using CLFS and finger spaces            PHONICS: Revise phase 3&amp; 4</p>	<p>Learning and retelling traditional tales:            Guided Reading: using retrieval skills, expression and inference.            GPS –Using CLFS and finger spaces            PHONICS: Phase 5</p>	<p>Texts: There's a dinosaur in my bath tub!            Harry &amp; the dinosaurs.            Guided Reading: using retrieval skills, expression and inference.            GPS –Using CLFS, finger spaces question marks, exclamation marks 'and'            PHONICS: Phase 5</p>	<p>TEXTS: Explore the Author: Eric Carl            Guided Reading: using retrieval skills, expression and inference.            GPS –Using CLFS, finger spaces question marks, exclamation marks 'and'            PHONICS: Phase 5</p>	<p>TEXTS: Handa's Surprise, Handa's Hen.            Guided Reading: using retrieval skills, expression and inference.            GPS –Using CLFS, finger spaces question marks, exclamation marks 'and'            PHONICS: Phase 5</p>	<p>TEXTS: Harry Paye (factual),            Guided Reading: using retrieval skills, expression and inference.            GPS –Using CLFS, finger spaces question marks, exclamation marks 'and'            PHONICS: Phase 5</p>
<p><b>Maths skills</b></p>	<p>Sorting, counting, writing, comparing and ordering numbers. (within 10)</p>	<p>Recognise and name common 2-D shapes. Recognise and name common 3-D shapes.</p>	<p>Represent and use number bonds and subtraction facts within 20. Read, write and</p>	<p>Length and Height: Measure and begin to record lengths and heights.</p>	<p>Count in 2's, 5's and 10's. Solve one step problems involving multiplication and division, calculating</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</p>



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	<p>1 more/1 less Identify and represent numbers using objects and pictorial representations including number line; use language: equal to, more than, less than (fewer), most, least. Use number bonds + and - within 10 Read, write and interpret addition (+), subtraction (-) and equals (=) signs. Solve one step problems involving + and - using concrete Objects, pictorial representations and missing number problems.</p>	<p>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers to 20 in numerals and words. 1 more/1less (within 20) Identify and represent numbers using objects and pictorial representations including number line (within 20)</p>	<p>interpret mathematical statements involving +, - and = signs. Add and subtract one-digit and two-digit numbers to 20, including 0. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. Count to 50 forwards and backwards, from any number including 0. Count, read and write numbers to 50 in numerals.</p>	<p>Compare, describe and solve practical problems for: lengths and heights. Weight and Volume: Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight:</p>	<p>the answer using concrete objects, pictorial representations and arrays. 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. Describe position, direction and movement, including whole, half, quarter and three quarter turns</p>	<p>Count, read and write numbers to 100 in numerals. 1 more/1 less (within 100) Identify and represent numbers using objects and pictorial representations including number line. Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language. 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</p>
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			<p>1 more/1 less within 50. Identify and represent numbers using objects and pictorial representations including the number line. Count in multiples of 2, 5 and 10.</p>			<p>these times. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)</p>
<p><b>Religious Education skills</b></p>	<p>CREATION- retelling the story. Talking about their own experiences and feelings. REVELATION: Recognising /retelling parables. Asking &amp; responding to questions.</p>	<p>ISLAM Week Understanding that some people have other faiths. Prayers, Saints &amp; Feasts: Learning about people called Saints. Advent Recognising why there is a special time in the Church year.</p>	<p>Christmas: Knowing about Jesus' birth. SACRAMENTS: Retelling some of the symbols used in Baptism. Judaism: Recognising that Jesus was a Jew Talking about their own experiences and feelings.</p>	<p>Lent: Recognising why there is a special time in the Church year. Holy Week: Retelling events from Jesus' life. Asking &amp; responding to questions.</p>	<p>Easter (assess): Retelling the Easter story. Pentecost: Recognising that Jesus sent the Holy Spirit to guide people. Talking about their own experiences and feelings.</p>	<p>Mission: Reflecting on our actions in God's world. Hinduism/ Sikhism Week Prayers, Saints &amp; Feasts Asking &amp; responding to questions.</p>



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<p><b>Science skill</b></p>	<p><i>Observing changes in state: gbread biscuits.</i> Identify, naming, drawing and labelling the basic parts of the human body Identifying and naming a variety of common wild and garden plants</p>	<p>Identify and naming a variety of common wild and garden plants</p> <p>Identify, naming and saying which part of the body is associated with each sense.</p>	<p>Identifying and naming a variety of common animals including, fish, amphibians, reptiles, birds, mammals carnivores, herbivores and omnivores</p> <p>Identifying and naming a variety of common wild and garden plants</p>	<p>Identifying and naming a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describing the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common wild and garden plants</p>	<p>Identify and naming a variety of common wild and garden plants</p>	<p>Identifying and naming a variety of common wild and garden plants</p>
<p><b>History skills</b></p>	<p>LINK: Famous real people ( not fiction like the gingerbread man)</p> <p>FLORENCE NIGHTINGALE</p>	<p><b>MARY SEACOLE</b></p> <ul style="list-style-type: none"> <li>• To learn about significant historical events, people and places in their own</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events/different periods in their life.</li> <li>• Sequence 3/4 artefacts from distinctly</li> </ul>		<ul style="list-style-type: none"> <li>• To understand changes within living memory.</li> <li>• To learn about significant historical events, people and places in their own</li> </ul>	<p>.<u>Harry PAYE</u></p> <ul style="list-style-type: none"> <li>• To learn about significant historical events, people and places in their own locality.</li> </ul>



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	<ul style="list-style-type: none"><li>• To learn about significant historical events, people and places in their own locality.</li><li>• Recognise the difference between past and present in their own and others' lives</li><li>• To understand changes within living memory.</li></ul> <p><b>OUR BODY (link-baby, toddler, now))</b></p> <ul style="list-style-type: none"><li>• Identify similarities and differences between ways of life at different times (relate to the above objective).</li></ul>	locality.  CLOTHES FROM DIFFERENT Eras  • Compare adults talking about the past – how reliable are their memories?	different periods of time.  • Use words and phrases relating to the passing of time eg. In the past, present, timeline, long ago, once upon a time.  • They know and recount episodes from stories about the past		locality.	<ul style="list-style-type: none"><li>• Use stories to encourage children to distinguish between fact and fiction.</li></ul>
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<p><b>Geography skills</b></p>	<p>FLORENCE NIGHTINGALE *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>(Plastic trouble in UK) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>*DINOSAURS: Describe and understand key physical features, including: beach, cliff, coast, forest, hill, sea, ocean, river, soil, valley, vegetation, season and weather.</p>		<p>KENYA: 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>	<p>Describe and understand *key physical features, including: beach, cliff, coast, forest, hill, sea, ocean, river, soil, valley, vegetation, season and weather.  *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
<p><b>Design Technology skills</b></p>	<p>Planning &amp; communicating ideas verbally. Using equipment, mixing and preparing food. (Gingerbread biscuits) <b>Using construction kits. Suggesting how to improve their work- likes/ dislikes</b></p>	<p>Generating and talking about ideas. Exploring the sensory quality of different materials. (Designing and making objects with plastic materials).  Making Christmas cards with pop ups..</p>	<p><b>Using and selecting tools and materials: hole punch, stapler, sellotape, scissors.</b> Making masks <b>Suggesting how to improve their work- likes/ dislikes.</b> <b>Using construction kits and programmable toys (roamer)</b></p>	<p>Use large needles, embroidery and binca material to create a picture. (flower)  Making easter/ mother's day cards with sliding and moving joints.</p>	<p><b>Shaping paper and card using scissors.</b>  <b>Suggesting how to improve their work. Using construction kits- likes/ dislikes.</b></p>	<p>Making box models of a pirate's cave/ boat/ treasure chest  Designing and making pirate hats. Weaving mats for their treasure box.</p>



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<b>Art and Design skills</b>	Designing and using collage for the class display	Creating patterns, texture and sculptures by recycling plastic tools. Using texture by rubbings.	Observing and using the same pencil to create different tones (sketchings, observational drawings)	Mixing and matching pastels in different ways.	Consolidating fine motor control using different pencils/ brushes. Beginning to shape drawings correctly.	Beginning to scale drawings correctly (eg. size of a girl compared with a house)
<b>Computing skills</b> <ul style="list-style-type: none"> <li>• E-safety</li> </ul>	Learning how to be safe online Design & write coding programs.					
<b>Music skills</b>	Children will identify different sounds and changes to sounds and use sounds expressively in response to a stimulus	Children will rehearse and perform music for a nativity performance. They will also improve their General Musicianship skills including listening to a variety of music and improving Aural Skills.	Children will discriminate between longer and shorter sounds and use them to create sequences of sound and the beginning of Rhythm.	Children will learn to recognise the difference between Pulse and Rhythm and learn to perform with a sense of Pulse.	Children will use their previous learning to compose and perform music as well as continuing to sing a variety of songs and listening to a variety of music. They will also improve their General Musicianship skills.	Children will use their previous learning to compose and perform music as well as continuing to sing a variety of songs and listening to a variety of music. They will also improve their General Musicianship skills.
<b>Physical Education skills</b>	Describing how my body feels before and after activity. Throwing in	Showing how to exercise safely. Describing what others have done. Making my body	Moving and controlling with care. Hitting a ball with a bat.	Copying and remembering actions. Planning, making up and	Moving and controlling with care. Following the rules of a game.	Moving and controlling with care. Following the rules of a game. Hitting a ball with a



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	different ways. Following the rules of a game. (Indoor athletics and invasion games)	tense, relaxed, curled and stretched. Climbing safely. (Gymnastics and invasion games)	Throwing in different ways. Following rules of a game. (Net and wall games)	sequencing my own moves. Describing what others have done.(Dance)	(Athletics Striking and fielding games)	bat.
<b>PSHE Skills</b> Personal, Social & Health Education Well-being	Understanding rights and responsibilities in the wider world  <b>Well-being:</b> 7Cs	Making healthy Lifestyles Keeping Safe (medicines)  <b>Well-being:</b> Anti-bullying	Caring for the environment  <b>Well-being:</b> Mental health E-safety	Understanding growing and changing  <b>Well-being:</b> Mental health	Developing healthy relationships, feelings and emotions  <b>Well-being:</b> Anti-bullying week	Living in the wider world Sex Education-naming body parts. <b>Well-being:</b> Healthy lifestyles
<b>Spanish skills</b> Key Stage 2	Listen & engage. Engage in conversations. Expressing opinions		Speak in simple language & be understood. Develop appropriate pronunciation. Present ideas & information orally		Show understanding in simple reading.	Adapting known language to create new ideas. Describing people, places & things. Understanding basic grammar, e.g. gender