### **Curriculum Overview for Year 1**

#### Reading

- Match graphemes for all phonemes
- Read accurately by blending sounds •
- Read words with very common suffixes
- Read contractions & understand purpose
- Read phonics books aloud
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title & events
- Make simple predictions

Number/Calculation

Count to / across 100

Use +, - and = symbols

Know number bonds to 20

Count in 1s, 2s, 5s and 10s

Read & write numbers to 20

Use language, e.g. 'more than',

add and subtract one-digit and two-

digit numbers to 20, including zero

Solve one-step problems, including

Identify 'one more' and 'one less'

### **English**

#### Writing

- Name letters of the alphabet
- Spell very common 'exception'
- Spell days of the week
- Use very common prefixes & suffixes
- Form lower case letters correctly
- Form capital letters & digits
- Compose sentences orally before writing

**Mathematics** 

**Geometry & Measures** 

full, longest, quickest

Begin to measure length,

Recognise coins & notes

Use time & ordering vocabulary

Tell the time to hour/half-hour

Use language of days, weeks,

Recognise & name common 2-d

capacity, weight

months & years

and 3-d shapes

Order & arrange objects

 Read own writing to peers or teachers

#### Grammar

- Leave spaces between words
- Begin to use basic punctuation: .
- Use capital letters for proper nouns
- Use common plural & verb suffixes

#### **Speaking & Listening**

- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate

• Describe position & movement,

## **Art & Design**

Use a range of materials Use drawing painting and sculpture

**Develop** techniques of colour, pattern, texture, line, shape, form and space

Learn about range of artists, craftsmen and designers

## Computing

Understand what algorithms are Create and debug simple programs Use logical reasoning Purposefully use technology Recognise common uses of technology outside of school.

Use technology safely and respectfully

# **Design & Technology**

**Design** purposeful, functional & appealing products

Generate, model & communicate ideas

Use range of tools & materials to complete practical tasks

> Select from a range of materials and components.

**Explore** and evaluate a range of existing products

Not taught in KS1

Evaluate existing products & own ideas

### Geography

Name & locate the four countries and capital cities of the United Kingdom using atlases & globes. Name the seven continents and five oceans.

**Identify** seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world.

**Use** basic geographical vocabulary to refer to local & familiar features.

**Use** four compass directions & simple vocab

#### Use common vocabulary for including half and quarter turns comparison, e.g. heavier, taller,

• Recognise & use ½ & ¼

**Fractions** 

### Modern

Languages

Music

**Sounds Interesting** 

**Recognise** different sound sources **Explore** different sound sources Focus their listening Sing songs

### Science

simple arrays

'most'

#### **Biology**

**Identify** basic plants

**Identify** basic plant parts (roots, leaves, flowers, etc.) Seasonal changes.

**Identify** & compare common animals **Identify** & name basic body parts

### Chemistry

**Distinguish** between objects & materials **Identify** & name common materials **Describe** simple properties of some materials **Compare** & classify materials

Changes in living memory (linked to aspects of national life where appropriate). Events beyond living memory.

### **Physical**

### **Education**

**Use** running, jumping, catching and throwing in isolation and in combination

Play competitive games, modified as appropriate **Develop** flexibility & control in gym, dance &

Compare performances to achieve personal bests

### Religious

### **Education**

The Northampton Diocese agreed syllabus

#### **Come and See**

- Families/ Belonging/Judaism/Waiting
- Special People/Meals/ Change
- -Holidays and Holy days /Being Sorry/ Islam/Neighbours

### **History**

#### **Key Concepts**

### **Key Individuals**

**Lives** of significant historical figures, including comparison of those from different periods.