

Year 1 Curriculum Overview – To infinity and beyond

English

Texts

Toy Story
Traction man
Toys in space

Reading objectives

Making inferences on the basis of what is being said and done.
Predicting what might happen on the basis of what has been read so far.
Sequence and retell a story using images.
Explain clearly their understanding of what is read to them.
Ask questions to clarify.
Learn to appreciate rhymes and poems, and to recite some by heart.
Recognise and joining in with predictable phrases.
Discuss word meanings, linking new meanings to those already known.

Writing/outcomes

Compose a sentence orally before writing it.
Sequence sentences to form short narratives.
Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
Leave spaces between words -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Re-read what they have written to check that it makes sense.
Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Leave spaces between words.
Use openers such as first, then, next.
Speech bubbles
Wanted poster
Sequence sentences to form short narratives

Grammar, punctuation and spelling

Joining words and clauses using 'and'.
How words can combine to make sentences.
Introduction to exclamation marks

Terminology

word/sentence

Physical Education

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Perform dances using simple movement patterns.

PSHE, RSE and Safety

Belonging to a community

Learn about what rules are; caring for others' needs; looking after the environment.

- about examples of rules in different situations, e.g. class rules, rules at home, rules outside.
- that different people have different needs.
- how we care for people, animals and other living things in different ways.
- how they can look after the environment, e.g. recycling.

Media literacy and Digital resilience - The internet in everyday life; online content and information.

Learn about using the internet and digital devices; communicating online.

- how and why people use the internet.
- the benefits of using the internet and digital devices.
- how people find things out and communicate safely with others online.

Mathematics

Number, place value

Represent and use number bonds and related subtraction facts within 20.

Addition and subtraction

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero.
Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.
Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less.
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
Count in multiples of twos, fives and tens.

Religious Education

Investigate the beliefs and practices of religions and other world views, including: Worship and Spirituality: how individuals and communities' express belief, commitment and emotion.
Investigate how religions and other world views address questions of meaning, purpose and value, including: Ultimate Questions of belonging, meaning, purpose and truth.

Music

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Design and Technology

Explore and evaluate a range of existing product. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.
Explore and use mechanisms in their product. Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and technology. Select from and use a range of tools and equipment to perform practical tasks.



Links to Design and Technology

Enhancements

Trips and visitors: Legoland Manchester (Trafford Centre)

Debate: celebrations, feelings, friendships, laws and rules (links to school), caring for the environment, e-safety, trips safety.

Science

Everyday materials

Distinguish between an object and the material from which it is made.
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials.
Compare and group together a variety of everyday materials based on their simple physical properties.

Working scientifically

Explore the world around them and raise their own simple questions.
Experience different types of science enquiries, including practical activities.
Begin to recognise different ways in which they might answer scientific questions.
Carry out simple tests.
Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying).
Ask people questions and use simple secondary sources to find answers.
Observe closely using simple equipment with help, observe changes over time.
With guidance, they should begin to notice patterns and relationships.
Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data.
Record simple data.
Use their observations and ideas to suggest answers to questions. Talk about what they have found out and how they found it out.
With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language.

Computing

We are treasure hunters

Program a toy to move around a map to find buried treasure.
Understand what algorithms are and how they are implemented on programs on digital devices.

History

Pupils should develop an awareness of the past. They should know where the people and events they study fit within a chronological framework
They should use a wide vocabulary of everyday historical terms.
They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past.

Working Historically

Historical focus on -Chronological Understanding. Begins to use sources to identify some details and answer simple questions.



Toys from the past compared to toys now.
Links to History.