

Year 1 Curriculum Overview – Oh I do like to be beside the seaside

English

Author study/Theme: Sea

Reading/key texts

The Lighthouse Keeper's Lunch
Katie Morag Stories
Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently composing a sentence orally before writing it.
Being encouraged to link what they read or hear read to their own experiences.
Read aloud their writing clearly enough to be heard by their peers and the teacher.
Discuss the significance of the title and events.
Draw on what they already know or on background information and vocabulary provided by the teacher.
Read aloud their writing clearly enough to be heard by their peers and the teacher.
Learn a poem off by heart to perform in front of an audience.

Writing/outcomes

Composing a sentence orally before writing it
Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
Sequencing sentences to form short narratives.
Plan and write a story – alternative ending.
Plan and write a short narrative

Grammar, punctuation and spelling

Revisit all previously taught objectives.

Mathematics

Number, place value

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Count, read and write numbers to 100 in numerals.
Given a number, identify one more and 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, most, least.
Recognise and know the value of different denominations of coins and notes.

Measurement/time

Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
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 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)

Religious Education

Revisit any objectives throughout the year.

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.

PSHE, RSE and Safety

Growing and changing - Recognising what makes them unique and special; feelings; managing when things go wrong.

Learn to recognise what makes them special and unique including their likes, dislikes and what they are good at.

- how to manage and whom to tell when finding things difficult, or when things go wrong.
- how they are the same and different to others.
- about different kinds of feelings.
- how to recognise feelings in themselves and others.
- how feelings can affect how people behave.

Keeping safe - How rules and age restrictions help us; keeping safe online.

Learn how rules can help to keep us safe.

- why some things have age restrictions, e.g. TV and film, games, toys or play areas.
- basic rules for keeping safe online.
- whom to tell if they see something online that makes them feel unhappy, worried, or scared.

Enhancements

Trips and visitors: Trip to Blackpool and visit the lifeboat station.

Debate: Trip safety, seaside safety, lifeboat safety, healthy living, routines, behaviour system, class rules, how to keep safe in the sun, road safety, feelings, friendships, kind words, celebrations

Science

Animals

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

Working scientifically

Explore the world around them and raise their own simple questions.
Begin to recognise different ways in which they might answer scientific questions.
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.
With guidance, they should begin to notice patterns and relationships.
Record simple data.
Use their observations and ideas to suggest answers to questions to 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 celebrating

Create digital greeting cards which could be used for different celebrations and festivals.
Design invitations for events or create thank you cards for a visitor.

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.

Design and Technology

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 communication technology.
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
Select from and use a wide range of materials and components, including construction materials, according to their characteristics.
Evaluate their ideas and products against design criteria.
Build structures, exploring how they can be made stronger, stiffer and more stable.
Explore and evaluate a range of existing products.
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

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.

Participate in team games, developing simple tactics for attacking and defending.

Geography

Identify seasonal and daily weather patterns in the United Kingdom

Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.