



Year 1 — Curriculum

Our key curriculum drivers: COMMUNICATION, HEALTH & Well-Being & OUR SCHOOL VALUES

ART
National curriculum:
EXPLORING & DEVELOPING IDEAS -Record and explore ideas from first hand observation, experience and imagination. -Ask and answer questions about the starting points for their work and develop the ideas. -Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
EVALUATING & DEVELOPING WORK -Review what they and others have done and say what they think and feel about it. E.G - Annotate sketchbook -Identify what they might change in their current work or develop in their future work.
DRAWING -Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. -Use a sketchbook to gather and collect artwork. -Begin to explore the use of line, shape and colour
PAINTING -Use a variety of tools and techniques including the use of different brush sizes and types -Mix and match colours to artefacts and objects. -Work on different scales. -Mix secondary colours and shades using different types of paint. -Create different textures
PRINTING -Make marks in print with a variety of objects, including natural and made objects. -Carry out different printing techniques e.g. monoprint, block, relief and resist printing. -Make rubbings. -Build a repeating pattern and recognise pattern in the environment.
TEXTILES / COLLAGE -Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. -How to thread a needle, cut, glue and trim material. -Create images from imagination, experience or observation. -Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.
3D FORM -Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. -Explore sculpture with a range of malleable media, especially clay. -Experiment with, construct and join recycled, natural and man-made materials. -Explore shape and form.
BREADTH OF STUDY -Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. -Use ICT -Investigate different kinds of art, craft and design.

DESIGN TECHNOLOGY
National curriculum:
DEVELOPING, PLANNING & COMMUNICATING IDEAS -Draw on their own experience to help generate ideas -Suggest ideas and explain what they are going to do -Identify a target group for what they intend to design and make -Model their ideas in card and paper -Develop their design ideas applying findings from their earlier research
WORKING WITH TOOLS, EQUIPMENT, MATERIALS & COMPONENTS TO MAKE QUALITY PRODUCTS -Make their designing appropriate techniques -With help measure, mark out, cut and shape a range of materials -Use tools e.g. scissors and a hole punch safely -Assemble, join and combine materials and components together using a variety of temporary methods e.g. glue or masking tape -Select and use appropriate fruit and vegetables, processes and tools -Use basic food handling, hygienic practices and personal hygiene -Use simple finishing techniques to improve the appearance of their product
EVALUATING PROCESSES & PRODUCTS -Evaluate their product by discussing how well it works in relation to the purpose -Evaluate their products as they are developed, identifying strengths and possible changes they might make -Evaluate their product by asking questions about what they have made and how they have gone about it

RE
THINKING ABOUT RELIGION & BELIEF -Recall features of religious, spiritual and moral stories and other forms of religious expression. -Recognise and name features of religions and beliefs.
ENQUIRING, INVESTIGATING & INTERPRETING -Identify what they find interesting and puzzling in life. -Recognise symbols and other forms of religious expression.
BELIEFS & TEACHINGS -Recount outlines of some religious stories
PRACTICES & LIFESTYLES -Recognise features of religious life and practice
EXPRESSION & LANGUAGE -Recognise some religious symbols and words
IDENTIFY & EXPERIENCE -Identify aspects of own experience and feelings, in religious material studied
MEANING & PURPOSE -Identify things they find interesting or puzzling, in religious materials studied
VALUES & COMMITMENTS -Identify what is of value and concern to themselves, in religious material studied

MUSIC
National curriculum:
SINGING SONGS WITH CONTROL AND SINGING EXPRESSIVELY -To find their singing voice and use their voices confidently. -Sing a melody accurately at their own pitch. -Sing with a sense of awareness of pulse and control of rhythm. -Recognise phrase lengths and know when to breathe. -Sing song expressively. -Follow pitch movements with their hands and use high, low and middle voices. -Begin to sing with control of pitch (e.g. following the shape of the melody). -Sing with an awareness of other performers.
LISTENING. MEMORY & MOVEMENT -Recall and remember short songs and sequences and patterns of sounds. -Respond physically when performing, composing and appraising music. -Identify different sound sources. -Identify well-defined musical features.
CONTROLLING PULSE & RHYTHM -Identify the pulse in different pieces of music. -Identify the pulse and join in getting faster and slower together. -Identify long and short sounds in music. -Perform a rhythm to a given pulse. -Begin to internalise and create rhythmic patterns. -Accompany a chant or song by clapping or playing the pulse or rhythm.
EXPLORING SOUNDS, MELODY & ACCOMPANIMENT -To explore different sound sources. -Make sounds and recognise how they can give a message -Identify and name classroom instruments. -Create and choose sounds in response to a given stimulus. -Identify how sounds can be changed. -Change sounds to reflect different stimuli.
CONTROL OF INSTRUMENTS -Play instruments in different ways and create sound effects -Handle and play instruments with control -Identify different groups of instruments.
COMPOSITION -Play instruments in different ways and create sound effects. -Handle and play instruments with control. -Identify different groups of instruments
READING & WRITING NOTATION -Perform long and short sounds in response to symbols. -Create long and short sounds on instruments. -Play and sing phrase from dot notation -Record their own ideas. -Make their own symbols as part of a class score.
PERFORMANCE SKILLS -Perform together and follow instructions that combine the musical elements.
EVALUATING & APPRAISING -Choose sounds and instruments carefully and make improvements to their own and others' work.

COMPUTING
National curriculum
TEXT & MULTIMEDIA Work with others and with support to contribute to a digital class resource which includes text, graphic and sound.
DIGITAL IMAGES Use a range of simple tools in a paint package / image manipulation software to create / modify a picture.
SOUND & MUSIC Choose suitable sounds from a bank to express their ideas Record short speech
ELECTRONIC COMMUNICATION Contribute ideas to a class email to another class / school etc.
RESEARCH & E-SAFETY As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.). They show an awareness of different forms of information
CONTROL (ALGORITHMS) Control simple everyday devices to make them produce different outcomes.
HANDLING DATA As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence.
MODELLING & SIMULATIONS Make simple choices to control a simple simulation program.
UNDERSTANDING TECHNOLOGIES Show an awareness of the range of devices and tools they encounter in everyday life
NETWORKS Show an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV)

GEOGRAPHY
National curriculum
GEOGRAPHICAL ENQUIRY -Teacher led enquiries, to ask and respond to simple closed questions -Use information books / pictures as sources of information -Investigate their surroundings -Make observations about where things are
DIRECTION / LOCATION Follow directions (Up, down, left/right, forwards/backwards)
DRAWING MAPS Draw picture maps of imaginary places and from stories.
REPRESENTATION Use own symbols on imaginary map.
USING MAPS -Use a simple picture map to move around the school. -Recognise that it is about place.
SCALE / DISTANCE Use relative vocabulary (e.g. bigger/smaller, like/dislike)
PERSPECTIVE Draw around objects to make a plan.
MAP KNOWLEDGE Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.
STYLE OF MAP Picture maps and globes

HISTORY
National curriculum:
CHRONOLOGICAL UNDERSTANDING -Sequence events in their life -Sequence 3 or 4 artefacts from distinctly different periods of time -Match objects to people of different ages
RANGE & DEPTH OF HISTORICAL KNOWLEDGE -Recognise the difference between past and present in their own and others' lives -They know and recount episodes from stories about the past
INTERPRETATIONS OF HISTORY -Use stories to encourage children to distinguish between fact and fiction -Compare adults talking about the past - how reliable are their memories?
HISTORICAL ENQUIRY Find answers to simple questions about the past from sources of information e.g. artefacts,
ORGANISATION & COMMUNICATION -Communicate their knowledge through: Discussion.... -Drawing pictures... Drama/role play.. Making models.... Writing.. -Using ICT

SCIENCE
WS1 asking simple questions & recognising that they can be answered in different ways
WS2 Observing closely, using simple equipment and measurement
WS3 performing simple tests
WS4 identifying and classification
WS5 using their observations and ideas to suggest answers to questions
WS6 gathering, recoding and communicating data and findings to help in
WS7 use scientific language and read and spell
WS8 begin to notice patterns and relationships
PLANTS P1 identify and name a variety of common wild and garden plants, incl deciduous and evergreen trees P2 identify and describe the basic structure of a variety of common flowering plants, including trees.
ANIMALS, INCLUDING HUMANS P1 observe and describe how seeds and bulbs grow into mature plants P2 find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
ANIMALS INCLUDING HUMANS AH1 identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals AH2 identify and name a variety of common animals that are carnivores, herbivores and omnivores AH3 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) AH4 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
USES OF EVERYDAY MATERIALS EM1 distinguish between an object and the material from which it is made EM2 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock EM3 describe the simple physical properties of a variety of everyday materials EM4 compare and group together a variety of everyday materials on the basis of their simple physical properties.
SEASONAL CHANGES SC1 observe changes across the four seasons SC2 observe and describe weather associated with the seasons and how day length varies.

PSHE
Autumn 1: Working together
Autumn 2: Citizenship—Diversity and communities
Spring 1: Resilience: Make me a superhero
Spring 2: RSE: Relationships and sex education
Summer 1: Healthy and safer lifestyles
Summer 2: British values & yr group choice



Year 1 – Curriculum

MATHS	
COUNTING -Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	MONEY •recognise and know the value of different denominations of coins and notes
REPRESENTING NUMBER -Identify and represent numbers using objects and pictorial representations including the number line, & use language of: equal to, more than, less than (fewer), most, least -Read and write numbers from 1 to 20 in numerals and words -Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	TIME -Sequence events in chronological order using language before, after, next, first, today -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
NUMBER FACTS -Given a number, identify one more and one less -Represent and use number bonds and related subtraction facts within 20	SHAPE VOCABULARY -Recognise and name common 2-D shapes (e.g. Square, circle, triangle) -Recognise and name common 3-D shapes (e.g. Cubes, cuboids, pyramids & spheres)
MENTAL (+/-) Add and subtract one-digit and two-digit numbers to 20, including zero	POSITION AND DIRECTION Describe position, direction and movement, including whole, half, quarter and three-quarter turns.
PROBLEMS (+/-) -Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.	
RECOGNISING FRACTIONS -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	
MEASURES -Compare, describe and solve practical problems for: length/height, weight/mass, capacity/volume & time -Measure and begin to record length/height,	

ENGLISH WRITING
PHONIC & WHOLE WORD SPELLING -Words containing each of the 40+ phonemes taught -Common exception words -The days of the week -Name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound
OTHER WORD BUILDING SPELLING -Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un- -Using -ing, -ed, -er and -est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1
TRANSCRIPTION Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
HANDWRITING -Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place -Form capital letters -Form digits 0-9 -Understand which letters belong to which handwriting 'families' and to practise these
PLANNING WRITING -Saying out loud what they are going to write about -Composing a sentence orally before writing it
DRAFTING -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense
EDITING - Discuss what they have written with the teacher or other pupils
PERFORMING WRITING -Read their writing aloud clearly enough to be heard by their peers and the teacher.
VOCABULARY -Leaving spaces between words -Joining words and joining clauses using "and"
GRAMMAR -Regular plural noun suffixes (-s, -es) -Verb suffixes where root word is unchanged (-ing, -ed, -er) -Un- prefix to change meaning of adjectives/adverbs -To combine words to make sentences, including using and -Sequencing sentences to form short narratives -Separation of words with spaces -Sentence demarcation (. ! ?) -Capital letters for names and pronoun 'I'
PUNCTUATION -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'
GRAMMATICAL TERMINOLOGY letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark

ENGLISH READING
DECODING / FLUENCY -Apply phonic knowledge to decode words speedily -Read all 40+ letters/groups for 40+ phonemes -Read accurately by blending taught GPC -Read common exception words -Read common suffixes (-s, -es, -ing, -ed, etc.) -Read multi-syllable words containing taught GPCs -Read contractions and understanding use of apostrophe -Read aloud phonically-decodable texts
RANGE OF READING -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences
FAMILIARITY WITH TEXTS -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases
POETRY & PERFORMANCE -Learning to appreciate rhymes and poems, and to recite some by heart
WORD MEANING -Discussing word meanings, linking new meanings to those already known
UNDERSTANDING -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading
INFERENCE -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done
PREDICTION -Predicting what might happen on the basis of what has been read so far
DISCUSSING READING -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them

SPOKEN LANGUAGE
-Listen and respond appropriately -Ask relevant questions -Maintain attention and participate