

Curriculum Overview For Year 1

ENGLISH			Art and Design	Computing
<p>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</p>	<p>Writing Name letters of the alphabet Spell very common 'exception' words Spell days of the week Use very common prefixes & suffixes Form lower case letters correctly Form capital letters & digits Compose sentences orally before writing Read own writing to peers or teachers</p>	<p>Grammar Leave spaces between words Begin to use basic punctuation: . ? ! Use capital letters for proper nouns. Use common plural & verb suffixes</p> <p>Speaking & Listening Listen & respond appropriately Ask relevant questions Maintain attention & participate in speaking activities</p>	<p>Look at self and family portraits. Investigate people from different cultures eg African art, aboriginal art compared to European artists. Pupils create images of themselves and others using photography, silhouettes, mix of materials. Finger paint animals – colour mixing (farm/jungle). Make finger puppets, straw blowing rainforest trees, designing butterflies Pupils visit contrasting places eg school grounds, Himley Hall, Collect sketches of different places, create and make pictures that reflect the place visited, eg make large collages using various materials, such as pieces of newspaper, fabric, and collected items to create a picture or design by sticking them on large sheets of paper or material or another suitable surface, combine with painted or drawn features. Look at the work of Picasso or Georges Braque. Forest School using natural materials.</p>	<p>Understand what algorithms are; how they are implemented as programmes on digital devices; and that programmes execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
<p>By the end of Year 1 the children should know how to spell: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>			<p>Design and Technology Food- tasting. Evaluate taste and packaging. Investigation of combining foods. Visit a local supermarket and investigate the variety of foods from around the world. Use this information to make a healthy pizza Plan and make farmyard masks, using colour/texture. Make clay animals, shoebox habitats, junk modelling. Pupils to design and make basic moving vehicles. Use a variety of materials and techniques, including construction kits to</p>	<p>Geography Pupils to investigate their local environment eg school grounds, forest school, local area. Highlight dangers and how to be safe eg road safety, safety by canals. Pupils create simple maps of the school grounds and lay a treasure trail. What is a Forest? Regular visits to Forest School. Pupils to investigate their local community. Look at maps of local places eg Merry Hill Shopping Centre, Pupils to look at world maps and local important places eg America, Australia,</p>

	<p>make moving vehicles. Pupils to also explore basic pivots and pulleys eg making a road bridge that lifts for example. Link to moving skeletons (Funnybones).</p> <p>Christmas and festival cards, enterprise work.</p>	<p>Africa, India. Children to research basic information about these contrasting places to the UK and locate them on a map of the world. Identify on maps of the world and continents, human and physical features – oceans and continents. Learn about and use four compass directions.</p>
MATHEMATICS		Physical Education
<p>Number/Calculation Count to / across 100 Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Read & write numbers to 20 Use language, e.g. 'more than', 'most' Use +, - and = symbols Know number bonds to 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems, including simple arrays</p>	<p>Geometry & Measures Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Tell the time to hour/half-hour Use language of days, weeks, months & years Recognise & name common 2-d and 3-d shapes Order & arrange objects Describe position & movement, including half and quarter turns</p> <p>Fractions Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$</p>	<p>GYM Perform basic skills in travelling, being still, finding space and using it safely on floor/apparatus. Develop skills and actions such as balance, taking off and landing, turning and rolling. Choose and link skills in short movement phrases. Create and perform short linked sequences. Introduce a beginning, middle and end, along with contrast in direction level and speed.</p> <p>DANCE To use movement imaginatively, respond to stimuli, including music to perform basic skills such as travelling, being still, making a shape, jumping, turning and gesturing. To change the rhythm, speed, level and direction of their movements. Teach dance relating movement machines/robots To create and perform dances using simple movement patterns, including those from different times and cultures. Teach difference between cultural and modern dance - music and movement. To express and communicate ideas and feelings.</p> <p>GAMES Explore basic skills, actions and ideas - repeat simple skills and actions with increasing control and co-ordination. Travel with, send and receive a ball and other equipment in different ways. Teach basic throwing and catching skills. Develop to simple net, striking/fielding and invasion type games. Introduce simple tactics for attacking and defending. Teach batting/racquets, hockey sticks, rugby balls, large small equipment. Develop previous skills and introduce small simple games promoting team play, basic rules and increasing children's skills and understanding. Teach cricket, rounder's Introduction into athletic activities - simple running, jumping, throwing activities. Teach how to use bean bags, hoops, quoits, ropes etc</p>

<p>Science</p> <p>Biology Identify basic plants Identify basic plant parts (roots, leaves, flowers, etc.) Identify & compare common animals Identify & name basic body parts</p> <p>Chemistry Distinguish between objects & materials Identify & name common materials Describe simple properties of some materials Compare & classify materials</p> <p>Physics Observe weather associated with changes of season</p>	<p>History Children to research own families; Pupils to look at the history of our school and have an understanding of its age and what life was like for children years ago. Own growth and development chart/timeline. History of Quarry Bank. Extinct and endangered animals. Animals over time/dinosaurs. Pupils investigate famous inventions and inventors re:communication, eg postal service Compare how people communicated in the past and how we communicate today. William Caxton and the printing press. History of stamps</p>	<p>Religious Education Pupils explore 'Who am I', they discuss their own beliefs and learn about people in the local community and around the world who have different beliefs and what this may mean for them. Pupils hear and discuss stories from different faiths and may explore basic cultural/religious differences of children in their class. Pupils to visit the local chapel and explore its purpose. How does faith influence our lives? How can I be a good friend? Pupils listen to simple faith stories from around the world. They discuss how the stories made them feel and develop a simple understanding of the meanings of the stories. Pupils develop a sense of understanding that there are different faiths and different places of worship in the community. Easter – the symbols of Christianity</p>	<p>Music Explore the types of music that everyone likes. Listen to modern music and music from different ages. Pupils to create and perform simple patterns of music. Pupils to learn and perform simple songs and explore keeping fast and slow beats and rhythms. African music, African instruments, animal noises, loud/quiet/pitch high and low. Environmental sounds. To look at "Carnival of the Animals" and see how each creature is portrayed with instruments. Use words to describe vocally the animals while accompanying with instruments. Sing songs about animals with loud/soft (dynamics) and speed (tempo). Pupils create, exploring pitch and rhythm of music to accompany the text used. Pupils work collaboratively to create a simple piece of music with a distinct beginning, middle and end. Pupils choose an instrument to portray an animal of the rainforest...how does it move? (loudly/quietly/fast/slow) building on dynamics and tempo work. Pupils to perform with a group using simple visual notation and symbols. Pupils create a class piece by each group playing their animal section to create a rainforest scene with words, sounds and music.</p>
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