 Year 1 Curriculum Document

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|  | **September** |  | **October** |  | **November** |  | **December** |  | **January** |  | **February** |
| 1 |  | 1 | Traditional Fairy Tale | 1 |  | 1 |  | 1 |  | 1 |  |
| 2 |  | 2 | (little Red Riding Hood) | 2 |  | 2 | Fairy Tales | 2 |  | 2 |  |
| 3 |  | 3 |  | 3 |  | 3 | (Rapunzel) | 3 |  | 3 | Sikhism |
| 4 | Church Lane Skills | 4 |  | 4 | Bonfire Night | 4 |  | 4 |  | 4 |  |
| 5 |  | 5 |  | 5 |  | 5 | (Walt Disney B Day) | 5 |  | 5 |  |
| 6 |  | 6 |  | 6 |  | 6 |  | 6 | TV First Broadcast/ Life Before | 6 |  |
| 7 |  | 7 |  | 7 |  | 7 |  | 7 |  | 7 |  |
| 8 |  | 8 |  | 8 |  | 8 |  | 8 | Food Tech Days | 8 |  |
| 9 | Traditional Fairy Tales | 9 |  | 9 |  | 9 |  | 9 | 9 |  |
| 10 | (Three Little Pigs) | 10 |  | 10 |  | 10 |  | 10 |  | 10 | Physics (inventions) |
| 11 |  | 11 |  | 11 | Armistice Day | 11 |  | 11 |  | 11 | (Edison’s Birthday) |
| 12 |  | 12 |  | 12 |  | 12 | Christmas Fayre Project Day | 12 |  | 12 |  |
| 13 |  | 13 |  | 13 |  | 13 |  | 13 | Biology (Humans/Animals) | 13 |  |
| 14 |  | 14 | First Walkman/Back in Time | 14 |  | 14 |  | 14 |  | 14 |  |
| 15 |  | 15 |  | 15 |  | 15 |  | 15 |  | 15 |  |
| 16 |  | 16 | Halloween | 16 |  | 16 | Christmas and Christianity | 16 |  | 16 |  |
| 17 |  | 17 |  | 17 |  | 17 | Ks1 Performances | 17 |  | 17 |  |
| 18 |  | 18 |  | 18 | Emergency Services | 18 | 18 |  | 18 |  |
| 19 |  | 19 |  | 19 | (Fire service/Great Fire of London) | 19 |  | 19 |  | 19 |  |
| 20 | Planting | 20 |  | 20 |  | 20 | Carols | 20 |  | 20 |  |
| 21 |  | 21 |  | 21 |  | 21 |  | 21 |  | 21 |  |
| 22 |  | 22 |  | 22 | Multicultural Awareness | 22 |  | 22 | Winter Weather | 22 |  |
| 23 | Autumn Weather/Harvest | 23 |  | 23 |  | 23 |  | 23 |  | 23 |  |
| 24 | (Days of the week/months/seasons) | 24 |  | 24 |  | 24 |  | 24 |  | 24 | Careers Week |
| 25 |  | 25 |  | 25 |  | 25 |  | 25 |  | 25 |  |
| 26 |  | 26 |  | 26 |  | 26 |  | 26 |  | 26 |  |
| 27 |  | 27 |  | 27 |  | 27 |  | 27 | Our Town (Geography) | 27 |  |
| 28 |  | 28 |  | 28 |  | 28 |  | 28 |  | 28 | Leap Year |
| 29 |  | 29 |  | 29 |  | 29 |  | 29 |  | 29 |  |
| 30 | Sleaford Day/Harvest | 30 |  | 30 |  | 30 |  | 30 | Sleaford Day |  |  |
|  |  | 31 |  |  |  | 31 |  | 31 |  |  |  |
|  | | | | | | | | | | | |
|  | **March** |  | **April** |  | **May** |  | **June** |  | **July** | **Notes:** | |
| 1 |  | 1 | UK Weather Spring | 1 |  | 1 | Physics Explorations | 1 |  |
| 2 | Narrative Link | 2 |  | 2 |  | 2 |  | 2 |  |
| 3 |  | 3 |  | 3 |  | 3 |  | 3 |  |
| 4 |  | 4 |  | 4 | Changing travel | 4 |  | 4 |  |
| 5 |  | 5 |  | 5 |  | 5 |  | 5 |  |
| 6 |  | 6 |  | 6 |  | 6 |  | 6 | Entrepreneur Week |
| 7 |  | 7 |  | 7 |  | 7 |  | 7 |  |
| 8 |  | 8 |  | 8 |  | 8 | Traditional Games | 8 |  |
| 9 |  | 9 |  | 9 |  | 9 |  | 9 |
| 10 |  | 10 |  | 10 |  | 10 |  | 10 |  |
| 11 |  | 11 |  | 11 | Role Models (Mary Seacole) | 11 |  | 11 |  |
| 12 |  | 12 |  | 12 |  | 12 |  | 12 |  |
| 13 |  | 13 |  | 13 |  | 13 |  | 13 |  |
| 14 |  | 14 |  | 14 |  | 14 |  | 14 |  |
| 15 |  | 15 |  | 15 |  | 15 | Islam | 15 |  |
| 16 | Lincoln Geography | 16 |  | 16 |  | 16 |  | 16 |  |
| 17 |  | 17 |  | 17 |  | 17 |  | 17 |  |
| 18 |  | 18 |  | 18 | D&T exploration/ Chemistry | 18 | 18 |  |
| 19 |  | 19 |  | 19 |  | 19 |  | 19 |  |
| 20 |  | 20 | Robin Hood | 20 |  | 20 |  | 20 |  |
| 21 |  | 21 |  | 21 |  | 21 |  | 21 |  |
| 22 |  | 22 |  | 22 | Multicultural Awareness | 22 | Summer Weather/Hols | 22 |  |
| 23 | Biology Plants/growing | 23 | St George’s day | 23 |  | 23 |  | 23 |  |
| 24 |  | 24 |  | 24 |  | 24 |  | 24 |  |
| 25 |  | 25 |  | 25 |  | 25 |  | 25 |  |
| 26 |  | 26 |  | 26 |  | 26 |  | 26 |  |
| 27 |  | 27 | May Day | 27 |  | 27 |  | 27 |  |
| 28 |  | 28 |  | 28 |  | 28 |  | 28 |  |
| 29 |  | 29 |  | 29 |  | 29 | Healthy Humans/Sports day | 29 |  |
| 30 | April Fools | 30 |  | 30 |  | 30 |  | 30 |  |
| 31 |  |  |  | 31 |  |  |  | 31 |  |

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| English |
| To write with purpose   * Write for a variety of purposes * Plan by talking about ideas and writing notes * Use some of the characteristic features of the type of writing used * Write, review and improve |
| To use imaginative description   * Use well chosen adjectives to add detail * Use nouns and pronouns for variety * Use adverbs for extra detail * Use extended noun phrases |
| To organise writing appropriately   * Re-read writing to check it makes sense * Organise writing in line with its purpose |
| To use paragraphs   * Write about more than one idea * Group related information |
| To use sentences appropriately   * Write so that other people can understand the meaning of sentences * Sequence sentences to form clear narratives * Join sentences with subordinating and co-ordinating conjunctions (when, if, that, or, because, and, but) * Vary the way sentences begin * Use statements, questions, exclamations and commands * Use present and past tense correctly, including the progressive form |
| To present neatly   * Begin to form lower-case letters correctly * Form capital letters * Form digits 0-9 * Form letters and digits of a consistent size * Begin to join some letters * Use spacing between words that reflects the size of the letters |
| To punctuate accurately   * Begin to punctuate using capital letters for the names of people, places, the days of the week and I * Use full stops accurately * Use capital letters accurately * Use exclamation marks accurately * Use question marks accurately * Use commas for lists * Use apostrophes for contraction |

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| Reading |
| To read words accurately   * Apply phonic knowledge and skills as the route to decode words * Respond speedily with the correct sound to graphemes for all 40+ phonemes * Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * Read common exception words * Read words containing taught GPCs and –s, -es, -ing., -ed, -er and –est endings * Read other words of more than one syllable that contain taught GPCs * Read words with contractions and understand that the apostrophe represents the omitted letter(s) * Read aloud accurately books that are consistent with phonic knowledge * Re read books to build up fluency and confidence * Read accurately by blending the sounds in words * Read accurately words of two or more syllables that contain the same graphemes as above * Read words containing common suffixes * Read most words quickly and accurately, without overt sounding and blending. * Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately |
| To understand texts   * Discuss events by asking and answering questions * Predict events * Link reading to own experiences and other books * Join in with stories or poems * Check that reading makes sense and self-correct * Infer what characters are like from actions * Discuss favourite words and phrases * Listen to and discuss a wide range of texts * Discuss the significance of the title and events |

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| Communication |
| To listen carefully and understand   * Sift information and focus on the important points * Seek clarification when a message is not clear * Understand instructions with more than one point |
| To develop a wide and interesting vocabulary   * To use subject specific vocabulary to explain and describe * Suggest words or phrases appropriate to the topic being discussed * Identify homophones |
| To speak with clarity   * Speak in a way that is clear and easy to understand * Identify syllables within words |
| Tell stories with structure   * Ensure stories have a setting, plot and sequence of events * Predict events in a story * Give just enough detail to keep the audience engaged |
| To hold conversations and debates   * Take turns to talk and respond to the contributions of others * Vary language between formal and informal in the correct situation * Add humour to a discussion or debate |

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| Maths (Year 1) |
| Place value (Within 10)   * Sort objects by characteristics * Count objects to 10 * Represent objects in different ways * Count, read and write forwards and backwards from any number 0 to 10 * Count one more and one less * Compare groups using language such as equal, more/greater, less/fewer * Compare using = < and > symbols * Order groups of objects and numbers * Ordinal numbers * The number line |
| Addition and subtraction (within 10)   * Partition using a part whole model * Use the addition symbol * Use fact families for addition * Explore and compare number bonds to 10 * Add together * Add more * Finding a part (missing numbers) * Explore the language of subtraction * Use the subtraction symbol * Count backwards to subtract * Find the difference to subtract * Compare using = < and > symbols |
| Shape   * Recognise and name 3D shapes * Sort 3D shapes * Recognise and name 2D shapes * Sort 2D shapes * Patterns with 3D and 2D shapes |
| Place Value (within 20)   * Count forwards and backwards and write numbers to 20 in numerals and words * Numbers from 11-20 * Tens and ones * Count one more and one less * Comparing groups of objects and numbers * Ordering groups of objects and numbers |
| Addition and subtraction (within 20)   * Add by counting on * Find and make number bonds * Add by making 10 * Subtraction (not crossing 10) * Subtraction crossing 10 * Related facts * Comparing number sentences |
| Place value (within 50)   * Explore, say and represent numbers to 50 * Tens and ones * One more and one less * Compare objects and numbers within 50 * Order numbers within 50 * Count in 2s, 5s and 10s |
| Measurement (length and height)   * Compare lengths and heights * Measure length |
| Measurement (weight and volume)   * Explore weight and mass * Measure mass * Compare mass * Explore capacity * Measure capacity * Compare capacity |
| Multiplication and division   * Count in 10s * Make and add equal groups * Make arrays * Make doubles * Use language of grouping and sharing |
| Fractions   * Halve shapes or objects * Halve a quantity * Find a quarter of a shape or object * Find a quarter of a quantity |
| Position and direction   * Describe turns using full, half, quarter and three quarter * Describe position using left, right, up and down * Describe position using top, middle, bottom, above and below |
| Place value (within 100)   * Counting to 100 * Partitioning numbers * Comparing numbers * Ordering numbers * One more, one less |
| Measurement (money)   * Recognise coins and notes * Count in coins |
| Measurement (time)   * Use time related vocabulary (before, after, first, next, morning, evening, afternoon, today and yesterday) * Dates, days and months of the year * Tell the time to the hour and half hour * Write times and compare them |

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| Science |
| Working scientifically   * Ask simple questions and make simple predictions based on observations * Observe closely using simple equipment * Perform simple tests * Identify and classify * Gather and record data |
| Biology  To understand plants   * Identify and name a variety of common plants and trees * Observe and describe how seeds and bulbs grow into mature plants   To understand animals and humans   * Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates * Identify name, draw and label the basic parts of the human body and say which part is associated with each sense   To investigate living things   * Explore and compare the differences between things that are living, have died and have never been alive * Identify and name a variety of plants and animals in their habitats, including micro-habitats   To understand evolution and inheritance   * Identify how humans resemble their parents in many features |
| Chemistry  To investigate materials   * Distinguish between an object and the material from which it is made * Identify and name a variety of everyday materials * Describe the simple physical properties of a variety of everyday materials |
| Physics  To understand movement, forces and magnets   * Notice and describe how things move using simple comparisons * Compare how different things move   To investigate sound and hearing   * Observe and name a variety of sources of sound, noticing that we hear with our ears   To understand electrical circuits   * Identify common appliances that run on electricity   To understand the Earth’s movement in space   * Observe changes across the four seasons * Observe and describe weather associated with the seasons |

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| Geography |
| To investigate places   * Ask and answer geographical questions (what is this place like? Who or what will I see here? What do people do in this place?) * Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment * Use aerial images and plan perspectives to recognise landmarks and basic physical features |
| To investigate patterns   * Identify seasonal and daily weather patterns in the UK |
| To communicate geographically   * Use basic geographical vocabulary to refer to key physical features (Beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather) * Use basic geographical vocabulary to refer to key human features (City, town, village, factory, farm, house, office and shop) * Use basic geographical vocabulary to refer to compass directions and locational language (North, south, east, west, near, far) * Devise a simple map and use and construct basic symbols in a key * Use simple grid references |

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| History |
| To investigate and interpret the past   * Observe or handle evidence to ask questions and find answers to questions about the past * Ask questions such as: What was it like for people? What happened? How long ago? * Use artefacts, pictures, stories, online sources and databases to find out about the past * Identify some of the different ways the past has been represented |
| To build an overview of world history   * Describe historical events * Describe significant people from the past * Recognise that there are reasons why people in the past acted as they did |
| To understand chronology   * Place events and artefacts in order on a time line * Label time lines with words or phrases such as: past, present, older and newer * Recount changes that have occurred in their own lives * Use dates where appropriate |
| To communicate historically   * Use words and phrases such as: a long time ago, recently, when my parents were children, years, decades and centuries to describe the passing of time * Show an understanding of the concept of nation and a nation’s history * Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace |

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| Computing |
| To code   * Control motion by specifying the number of steps to travel, direction and turn * Add text strings, show and hide objects and change the features of an object * Select sounds and control when they are heard, their duration and volume * Control when drawings appear and set the pen colour, size and shape * Specify user inputs to control events * Specify the nature of events such as single or loop * Create conditions for actions by waiting for a user input (e.g. responses to questions like what is your name?) |
| To connect   * Participate in class social media accounts * Understand online risks and the age rules for sites |
| To communicate   * Use a range of applications and devices in order to communicate ideas, work and messages |
| To collect   * Use simple databases to record information in areas across the curriculum |

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| Art and design |
| To develop ideas   * Respond to ideas and starting points * Explore ideas and collect visual information |
| To master techniques  Drawing   * Draw lines of different sizes and thickness * Colour neatly following the lines * Show pattern and texture by adding dots and lines * Show different tones by using coloured pencil   Painting   * Use thick and thin brushes * Mix primary colours to make secondary * Add white to colours to make tints and tones * Create colour wheels   Collage   * Use a combination of materials that are cut, torn and glued * Sort and arrange materials * Mix materials to create texture   Sculpture   * Use a combination of shapes * Include lines and texture * Use rolled up paper, straws, paper, cared and clay as materials * Use techniques such as rolling, cutting, moulding and carving   Print   * Use repeating or overlapping shapes * Mimic print from the environment * Press, roll, rub and stamp to make prints   Digital media   * Use a wide range of tools to create different textures, lines, tones, colours and shapes |
| To take inspiration from the greats   * Describe the work of notable artists, artisans and designers * Use some of the ideas of artists studied to create pieces |

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| Design and technology |
| To master practical skills  Food   * Cut, peel or grate ingredients safely and hygienically * Measure or weigh using measuring cups or electronic scales * Assemble or cook ingredients   Materials   * Cut materials safely using tools provided * Measure and mark out to the nearest centimetre * Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) * Demonstrate a range of joining techniques (such as gluing, hinges, or combining materials to strengthen)   Textiles   * Shape textiles using templates * Join textiles using running stitch * Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing) * Use weaving to create a pattern * Use plaiting   Construction   * Using materials to practise drilling, screwing, gluing and nailing materials to make and strengthen a product   Mechanics   * Create products using levers, wheels and winding mechanisms |
| To design, make, evaluate and improve   * Design products that have a clear purpose and an intended user * Make products, refining the design as work progresses * Use software to design |
| To take inspiration from design throughout history   * Explore objects and designs to identify likes and dislikes * Suggest improvements to existing designs * Explore how products have been created |

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| Music |
| To perform   * Take part in singing, accurately following the melody * Follow instructions on how and when to sing or play an instrument * Make and control long and short sounds, using voice and instruments * Imitate changes in pitch |
| To compose   * Create a sequence of long and short sounds * Clap rhythms * Create a mixture of different sounds (long and short, loud and quiet, high and low) * Choose sounds to create an effect * Sequence sounds to create an overall effect * Create short, musical patterns * Create short, rhythmic phrases |
| To transcribe   * Use symbols to represent a composition and use them to help with a performance |
| To describe music   * Identify the beat of a tune * Recognise changes in timbre, dynamics and pitch |

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| RE |
| Christianity   * Learn/understand how Christians express their beliefs * Learn/understand which celebrations are important to Christians * Learn/understand how Christians celebrate birth   Islam   * Learn/understand how Muslims express their beliefs * Learn/understand which celebrations are important to Muslims * Learn/understand how Muslims celebrate birth   Buddhism   * Learn/understand Buddhist accounts of the origins of the universe and key beliefs of human interaction with the natural world * Learn/understand symbols, architecture, worship, diversity and practices and their links to key beliefs in Buddhism |

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| PSHE (Jigsaw) |
| Areas:   * Being me in my world * Celebrating difference * Dreams and goals * Healthy me * Relationships * Changing me |