 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
 |
| BiologyTo 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
 |
| ChemistryTo 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
 |
| PhysicsTo 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 techniquesDrawing* 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 skillsFood* 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
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