

# Curriculum Plans for Year 1

## Year A

	AUTUMN	SPRING	SUMMER
Topic	Dinosaurs	Living & Growing	Pirates
English	Author study linked to familiar setting Fact file - Labels and captions Poetry – rhyming Alphabetical order Range of writing linked to Christmas	Narrative writing linked to a specific author Non Fiction poster Performance Poetry Letter writing	Traditional tales – villain and heroes Narrative linked to lighthouses Non-fiction book Creating pirate poems
Grammar	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I		
Terminology	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark		
Spelling	English NC Appendix 1: <a href="#">Spelling</a>		
Maths	Number and place value	Pupils should be taught to: <ul style="list-style-type: none"> <li>● count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>● count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>● given a number, identify one more and one less</li> <li>● identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, re than, less than (fewer), most, least</li> <li>● read and write numbers from 1 to 20 in numerals and words</li> </ul>	
	Addition and subtraction	Pupils should be taught to: <ul style="list-style-type: none"> <li>● read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> </ul>	

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		<ul style="list-style-type: none"> <li>● represent and use number bonds and related subtraction facts within 20</li> <li>● add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>● solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math></li> </ul>	
	<b>Multiplication and division</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>● solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</li> </ul>	
	<b>Fractions (inc decimals and percentages)</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>● recognise, find and name a half as one of two equal parts of an object, shape or quantity</li> <li>● recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</li> </ul>	
	<b>Geometry</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>● recognise and name common 2D and 3D shapes</li> <li>● describe position, direction and movement, including whole, half, quarter and three-quarter turns</li> </ul>	
	<b>Measures</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>● compare, describe and record lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]</li> <li>● compare, describe and record mass/weight [for example, heavy/light, heavier than, lighter than]</li> <li>● compare, describe and record capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> <li>● recognise and know the value of different notes and coins</li> <li>● sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</li> <li>● recognise and use language relating to dates, including days of the week, weeks, months and years</li> <li>● tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li> </ul>	
<b>Science (inc working scientifically)</b>	<b>Animals, including humans</b>	<b>Plants</b>	<b>Everyday Materials</b>
	<ul style="list-style-type: none"> <li>● identify and name a variety of common animals (fish, amphibians, reptiles, birds and mammals)</li> </ul>	<ul style="list-style-type: none"> <li>● identify and name a variety of common wild and garden plants including deciduous and evergreen trees</li> </ul>	<ul style="list-style-type: none"> <li>● distinguish between an object and the material from which it is made</li> <li>● identify and name a variety of everyday</li> </ul>

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	<ul style="list-style-type: none"> <li>● identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>● describe and compare the structure of a variety of common (animals, fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>● identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p style="text-align: center;"><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>● observe changes across the four seasons</li> <li>● observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>● identify and describe the basic structure of a variety of common flowering plants including trees</li> </ul> <p style="text-align: center;"><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>● observe changes across the four seasons</li> <li>● observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p>objects including wood, plastic, glass, metal, water and rock</p> <ul style="list-style-type: none"> <li>● describe simple physical properties of a variety of everyday materials (soft/hard, rough/smooth, bendy etc)</li> <li>● compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p style="text-align: center;"><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>● observe changes across the four seasons</li> <li>● observe and describe weather associated with the seasons and how day length varies</li> </ul>
<b>History</b>		<p style="text-align: center;"><b>Grandparent Day</b></p> <ul style="list-style-type: none"> <li>● changes within living memory (school, toys, transport)</li> <li>● significant historical events, people and places in their own locality.</li> </ul>	<p style="text-align: center;"><b>Pirates/Eddystone Rock</b></p> <ul style="list-style-type: none"> <li>● the lives of individuals in the past who have contributed to national and international achievements (Blackbeard, Anne Bonny)</li> <li>● events beyond living memory that are significant nationally or globally (Plymouth lighthouses)</li> <li>● significant events, people and places in their own locality (Sir Frances Drake)</li> </ul>

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<b>Geography</b>	<b>Weather and Seasons</b>	<b>Weather and Seasons</b>	<b>Pirates</b>
	Human and physical geography <ul style="list-style-type: none"> <li>● identify and seasonal and daily weather patterns in UK</li> </ul> Geographical skills and fieldwork <ul style="list-style-type: none"> <li>● use world maps, atlases and globes to identify the UK and its countries</li> </ul>	Human and physical geography <ul style="list-style-type: none"> <li>● identify and seasonal and daily weather patterns in UK</li> </ul> Locational knowledge <ul style="list-style-type: none"> <li>● name, locate and identify characteristics of the four countries and capital cities of the UK</li> </ul>	Human and physical geography <ul style="list-style-type: none"> <li>● identify and seasonal and daily weather patterns in UK</li> <li>● use basic geographical vocabulary to refer to: Beach, cliff, coast, hill, island, city, town, village, house etc.</li> </ul> Geographical skills and fieldwork <ul style="list-style-type: none"> <li>● use simple compass directions (N,S,E,W) and locational and directional language (near, far, left, right) to describe location of features and routes on a map</li> <li>● simple fieldwork and observation skills to study the geography of their school and its grounds and the features of its surrounding environment</li> </ul>
<b>Religious Education</b>	<b>Christian festivals</b>	<b>Celebrations</b>	<b>Belonging</b>
	<ul style="list-style-type: none"> <li>● Christmas and Harvest</li> </ul>	<ul style="list-style-type: none"> <li>● Easter</li> <li>● Holi (Hindu Festival)</li> </ul>	<ul style="list-style-type: none"> <li>● Myself</li> <li>● Celebrations – baptism</li> </ul>
<b>Computing</b>	<b>What is technology?</b>	<b>BeeBots</b>	<b>E-safety</b>
	<ul style="list-style-type: none"> <li>● recognise common uses of information technology beyond school</li> </ul>	<ul style="list-style-type: none"> <li>● understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>● use logical reasoning to predict the behaviour of simple programs</li> <li>● create and debug simple programs</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> </ul>

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	<p style="text-align: center;"><b>E-safety</b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul> <p style="text-align: center;"><b>Word Processing</b></p> <ul style="list-style-type: none"> <li>● use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<p style="text-align: center;"><b>E-safety</b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul>	<p style="text-align: center;"><b>Digital Photographs</b></p> <ul style="list-style-type: none"> <li>● use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>● recognise common uses of information technology beyond school</li> </ul>
<b>Music</b>	<p style="text-align: center;"><b>Singing</b></p> <ul style="list-style-type: none"> <li>● use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<p style="text-align: center;"><b>Boom whackers</b></p> <ul style="list-style-type: none"> <li>● use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>● play tuned and untuned instruments musically</li> <li>● experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<p style="text-align: center;"><b>Musical instruments/Pirate chants</b></p> <ul style="list-style-type: none"> <li>● use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>● play tuned and untuned instruments musically</li> <li>● listen with concentration and understanding to a range of high-quality live and recorded music (Pirate chants)</li> <li>● experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
<b>Physical Education</b>	<p style="text-align: center;"><b>Real PE Unit 2 Fireworks Dance Throwing and Catching</b></p> <ul style="list-style-type: none"> <li>● master basic movements: running, jumping, throwing and catching, as well as</li> </ul>	<p style="text-align: center;"><b>Real PE Unit 3 Real PE Unit 4</b></p> <ul style="list-style-type: none"> <li>● master basic movements: running, jumping, throwing and catching, as well as</li> </ul>	<p style="text-align: center;"><b>Real PE Unit 1 Under the Sea Dance Large Ball Games</b></p> <ul style="list-style-type: none"> <li>● master basic movements: running, jumping, throwing and catching, as well as</li> </ul>

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	<p>developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns</li> </ul>	<p>developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>participate in team games, developing simple tactics for attacking and defending</li> </ul>	<p>as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns</li> </ul>
<b>Art</b>	<p style="text-align: center;"><b>Colour mixing</b></p> <ul style="list-style-type: none"> <li>to use drawing, painting to develop and share their ideas, experiences and imagination</li> </ul>	<p style="text-align: center;"><b>Printing</b></p> <ul style="list-style-type: none"> <li>to use drawing, painting to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, shape, form and space</li> <li>about the work of a range of artists describing the difference and similarities between practices and disciplines, and making links to their own work</li> </ul>	<p style="text-align: center;"><b>Plants/Pirates</b></p> <ul style="list-style-type: none"> <li>use a range of materials creatively to design and make products</li> <li>to use drawing, painting to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, shape, form and space</li> </ul>
<b>Design &amp; Technology</b>	<p style="text-align: center;"><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> </ul>	<p style="text-align: center;"><b>Easter/ Life-cycle split-pin</b></p>	<p style="text-align: center;"><b>Pirate boat and flag</b></p>
	<p>Design</p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical task (cutting, shaping, joining and finishing)</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> </ul>		

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	<ul style="list-style-type: none"><li>• evaluate their ideas and products against design criteria</li></ul>		
<b>SMSC – Incorporating PSHE, SRE and Citizenship</b>	<b>Team building/cooperation games Caring for animals</b>	<b>Caring for people</b>	<b>I am special/ reflecting on year one</b>