

Curriculum Plans for Year 1

Year B

	AUTUMN	SPRING	SUMMER
Topic	Animals	Castles and Royals	Aliens!
English	<p>Author study linked to animals</p> <p>Fact file - Labels and captions</p> <p>Poetry – rhyming</p> <p>Alphabetical order</p> <p>Range of writing linked to Christmas</p>	<p>Traditional Tales</p> <p>Recounts of events</p> <p>Performance poetry</p> <p>Letter writing</p>	<p>Fantasy Stories</p> <p>Creating space poems</p> <p>Non-fiction books</p> <p>Instructions</p>
Grammar	<p>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</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>How words can combine to make sentences Joining words and joining clauses using and</p> <p>Sequencing sentences to form short narratives</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>		
	Terminology	letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	
Spelling	<p>English NC Appendix 1: Spelling</p>		
Maths	Number and place value	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number ● count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens ● given a number, identify one more and one less ● 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 ● read and write numbers from 1 to 20 in numerals and words 	
Maths	Addition and subtraction	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs 	

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		<ul style="list-style-type: none"> ● represent and use number bonds and related subtraction facts within 20 ● add and subtract one-digit and two-digit numbers to 20, including zero ● solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
	Multiplication and division	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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
	Fractions (inc decimals and percentages)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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
	Geometry	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● recognise and name common 2D and 3D shapes ● describe position, direction and movement, including whole, half, quarter and three-quarter turns
	Measures	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● compare, describe and record lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] ● compare, describe and record mass/weight [for example, heavy/light, heavier than, lighter than] ● compare, describe and record capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] ● recognise and know the value of different notes and coins ● sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] ● 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

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Science (inc working scientifically)	<p style="text-align: center;">Animals, including humans</p> <ul style="list-style-type: none"> ● identify and name a variety of common animals (fish, amphibians, reptiles, birds and mammals) ● identify and name a variety of common animals that are carnivores, herbivores and omnivores ● describe and compare the structure of a variety of common (animals, fish, amphibians, reptiles, birds and mammals, including pets) ● identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p style="text-align: center;">Seasonal Changes</p> <ul style="list-style-type: none"> ● observe changes across the four seasons ● observe and describe weather associated with the seasons and how day length varies 	<p style="text-align: center;">Everyday Materials</p> <ul style="list-style-type: none"> ● distinguish between an object and the material from which it is made ● identify and name a variety of everyday objects including wood, plastic, glass, metal, water and rock ● describe simple physical properties of a variety of everyday materials (soft/hard, rough/smooth, bendy etc) ● compare and group together a variety of everyday materials on the basis of their simple physical properties <p style="text-align: center;">Seasonal Changes</p> <ul style="list-style-type: none"> ● observe changes across the four seasons ● observe and describe weather associated with the seasons and how day length varies 	<p style="text-align: center;">Plants</p> <ul style="list-style-type: none"> ● identify and name a variety of common wild and garden plants including deciduous and evergreen trees ● identify and describe the basic structure of a variety of common flowering plants including trees <p style="text-align: center;">Seasonal Changes</p> <ul style="list-style-type: none"> ● observe changes across the four seasons ● observe and describe weather associated with the seasons and how day length varies
History		<p style="text-align: center;">Kings and Queens</p> <ul style="list-style-type: none"> ● significant historical events, people and places in their own locality ● the lives of significant individuals in the past who have contributed to national achievements (Elizabeth 1, Elizabeth 11) 	

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Geography	<p style="text-align: center;">Weather and Seasons</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> ● identify and seasonal and daily weather patterns in UK <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● use world maps, atlases and globes to identify the UK and its countries 	<p style="text-align: center;">Kings and Queens</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> ● identify and seasonal and daily weather patterns in UK <p>Locational knowledge</p> <ul style="list-style-type: none"> ● name, locate and identify characteristics of the four countries and capital cities of the UK 	<p style="text-align: center;">Local Area</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> ● identify and seasonal and daily weather patterns in UK ● use basic geographical vocabulary to refer to: Beach, cliff, coast, hill, island, city, town, village, house etc. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● 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 ● simple fieldwork and observation skills to study the geography of their school and its grounds and the features of its surrounding environment
Religious Education	<p style="text-align: center;">Christian festivals</p> <ul style="list-style-type: none"> ● Christmas and Harvest 	<p style="text-align: center;">Celebrations</p> <ul style="list-style-type: none"> ● Easter ● Holi (Hindu Festival) 	<p style="text-align: center;">Belonging</p> <ul style="list-style-type: none"> ● Myself ● Celebrations – baptism
Computing	<p style="text-align: center;">What is technology?</p> <ul style="list-style-type: none"> ● recognise common uses of information technology beyond school <p style="text-align: center;">E-safety</p> <ul style="list-style-type: none"> ● use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or 	<p style="text-align: center;">BeeBots</p> <ul style="list-style-type: none"> ● understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ● use logical reasoning to predict the behaviour of simple programs ● create and debug simple programs 	<p style="text-align: center;">E-safety</p> <ul style="list-style-type: none"> ● 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

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	<p>contact on the internet or other online technologies</p> <p style="text-align: center;">Word Processing</p> <ul style="list-style-type: none"> ● use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p style="text-align: center;">E-safety</p> <ul style="list-style-type: none"> ● 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 style="text-align: center;">Digital Photographs</p> <ul style="list-style-type: none"> ● use technology purposefully to create, organise, store, manipulate and retrieve digital content ● recognise common uses of information technology beyond school
Music	<p style="text-align: center;">Singing</p> <ul style="list-style-type: none"> ● use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p style="text-align: center;">Boom whackers</p> <ul style="list-style-type: none"> ● use their voices expressively and creatively by singing songs and speaking chants and rhymes ● play tuned and untuned instruments musically ● experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p style="text-align: center;">Musical instruments/Pirate chants</p> <ul style="list-style-type: none"> ● use their voices expressively and creatively by singing songs and speaking chants and rhymes ● play tuned and untuned instruments musically ● listen with concentration and understanding to a range of high-quality live and recorded music (Pirate chants) ● experiment with, create, select and combine sounds using the inter-related dimensions of music
Physical Education	<p style="text-align: center;">Real PE Unit 6 Animal Dance Throwing and Catching</p> <ul style="list-style-type: none"> ● master basic movements: running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ● participate in team games, developing simple tactics for attacking and defending 	<p style="text-align: center;">Real PE Unit 5 Castle Dance Large Ball Games</p> <ul style="list-style-type: none"> ● master basic movements: running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ● participate in team games, developing simple tactics for attacking and defending 	<p style="text-align: center;">Real PE Unit 4 Real PE Unit 3</p> <ul style="list-style-type: none"> ● master basic movements: running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ● participate in team games, developing simple tactics for attacking and defending

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	<ul style="list-style-type: none"> perform dances using simple movement patterns 	<ul style="list-style-type: none"> perform dances using simple movement patterns 	
Art	<p style="text-align: center;">Colour mixing</p> <ul style="list-style-type: none"> to use drawing, painting to develop and share their ideas, experiences and imagination 	<p style="text-align: center;">Collage</p> <ul style="list-style-type: none"> to use drawing, painting to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, shape, form and space about the work of a range of artists (Paul Klee) describing the difference and similarities between practices and disciplines, and making links to their own work 	<p style="text-align: center;">Plants/Aliens</p> <ul style="list-style-type: none"> use a range of materials creatively to design and make products to use drawing, painting to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, shape, form and space
	Animal puppets	Slipper fit for a King/Queen	Spaceship
Design & Technology	<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical task (cutting, shaping, joining and finishing) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria 		
SMSC – Incorporating PSHE, SRE and Citizenship	<p>Team building/cooperation games</p> <p>Caring for animals</p>	<p>British values</p> <p>St George</p>	<p>I am special/ reflecting on year one</p>

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