

# Curriculum Plans for Year 1

## Year B

	AUTUMN	SPRING	SUMMER
Topic	<b>The Animal Kingdom</b>	<b>Castles and Royals</b>	<b>The Secret Life of Plants</b>
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>		
Spelling	<b>Terminology</b>	letter, capital letter, word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	
Spelling	<b>English NC Appendix 1: <a href="#">Spelling</a></b>		
Maths	<b>Number and place value</b>	<p><b>Pupils should be taught to:</b></p> <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>	
Maths	<b>Addition and subtraction</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>● read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</li> </ul>	

# Curriculum Plans for Year 1

## Year B

		<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 = ? - 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>

# Curriculum Plans for Year 1

## Year B

<b>Science (inc working scientifically)</b>	<p style="text-align: center;"><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>● identify and name a variety of common animals (fish, amphibians, reptiles, birds and mammals)</li> <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>	<p style="text-align: center;"><b>Everyday Materials</b></p> <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 objects including wood, plastic, glass, metal, water and rock</li> <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>	<p style="text-align: center;"><b>Plants</b></p> <ul style="list-style-type: none"> <li>● identify and name a variety of common wild and garden plants including deciduous and evergreen trees</li> <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>
<b>History</b>		<p style="text-align: center;"><b>Kings and Queens</b></p> <ul style="list-style-type: none"> <li>● significant historical events, people and places in their own locality</li> <li>● the lives of significant individuals in the past who have contributed to national achievements (Elizabeth 1, Elizabeth 11)</li> </ul>	

# Curriculum Plans for Year 1

## Year B

<b>Geography</b>	<b>Weather and Seasons</b>	<b>Kings and Queens</b>	<b>Local Area</b>
	Human and physical geography <ul style="list-style-type: none"> <li>● identify seasonal and daily weather patterns in UK</li> </ul>	Human and physical geography <ul style="list-style-type: none"> <li>● identify 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 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>	<ul style="list-style-type: none"> <li>● What does it mean to belong to a faith community?</li> <li>● What do Christians believe God is like?</li> </ul>	<ul style="list-style-type: none"> <li>● Who is Jewish and how do they live?</li> </ul>	<ul style="list-style-type: none"> <li>● Who do Christians say made the world?</li> <li>● How should we care for the world and for others, and why does it matter? (Christians and Jewish)</li> </ul>
<b>Computing</b>	<b>What is technology?</b>	<b>Coding (BeeBots)</b>	<b>E-safety</b>
	<ul style="list-style-type: none"> <li>● recognise common uses of information technology beyond school (Google Classroom)</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</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>

# Curriculum Plans for Year 1

## Year B

	<p>contact on the internet or other online technologies</p> <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> <li>● listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<p style="text-align: center;"><b>Boom whackers</b></p> <ul style="list-style-type: none"> <li>● play tuned and untuned instruments musically</li> </ul>	<p style="text-align: center;"><b>Musical instruments</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>
<b>Physical Education</b>	<p style="text-align: center;"><b>Real PE Unit 6 Throwing and Catching</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● participate in team games, developing simple tactics for attacking and defending</li> <li>● perform dances using simple movement patterns</li> </ul>	<p style="text-align: center;"><b>Real PE Unit 5 Castle Dance Large Ball Games</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● participate in team games, developing simple tactics for attacking and defending</li> <li>● perform dances using simple movement patterns</li> </ul>	<p style="text-align: center;"><b>Real PE Unit 4 Real PE Unit 3</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● participate in team games, developing simple tactics for attacking and defending</li> </ul>

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## Year B

<b>Art</b>	<b>Painting (Colour mixing/wheel)</b>	<b>Collage</b>	<b>Drawing (Plants)</b>
	<ul style="list-style-type: none"> <li>to use painting to develop and share their ideas, experiences and imagination</li> </ul>	<ul style="list-style-type: none"> <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 (Paul Klee) describing the difference and similarities between practices and disciplines, and making links to their own work</li> </ul>	<ul style="list-style-type: none"> <li>to use drawing, 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>	<b>Mechanics (Animal puppets)</b>	<b>Materials (Slipper fit for a King/Queen)</b>	
	<p><b>Design</b></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><b>Make</b></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><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>		
<b>PSHE</b>	<b>Relationships</b>	<b>Living in the Wider World</b>	<b>Health &amp; Wellbeing</b>