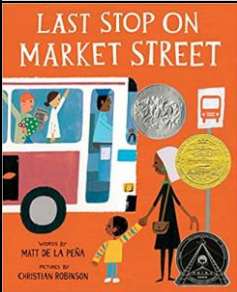
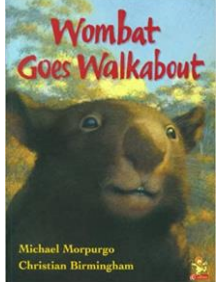


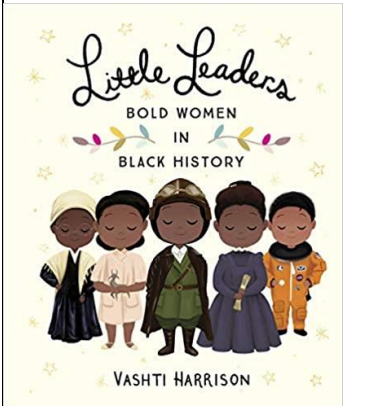


Year 1 Curriculum Coverage



Autumn Term Year 1 Autumn 1 Autumn 2			
Topic texts	Knowledge	Skills	Enrichment Opportunities
  	<p>English Develop phonic awareness to be able to read and write words Use simple punctuation to demarcate sentences Consider what they are going to write before beginning Make simple additions, revisions and corrections to their own writing Genres: Narrative - recount of events, setting description. Non-fiction - information text, letter writing</p> <p>Maths Place Value Addition and Subtraction Geometry - Shape</p>	<p>Reading Develop positive attitudes to reading, and an understanding of what they read Understand what they read, in books they can read independently Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Writing Plan, draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit Proofread for spelling and punctuation errors Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Increase the legibility, consistency and quality of their handwriting</p> <p>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 2s, 5s and 10s Given a number, identify 1 more and 1 less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including 0 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.</p> <p>Recognise and name common 2-D and 3-D shapes</p>	<p>Black History Month Remembrance Sunday Bonfire Night</p>

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	<p>Science: My Body To be able to identify, name and label body parts; To explore what parts of our bodies we use for different activities; To find out about and explore the five senses.</p> <p>Everyday Materials To be able to identify a variety of common materials; To be able to distinguish between an object and the material from which it is made; To be able to describe materials according to their properties; To carry out an experiment to find out which materials are waterproof; To be able to describe why some materials suit certain objects better than others.</p>	<p>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> <p>Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Working Scientifically Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.</p>	
	<p>History Homes in the Past To investigate and identify a variety of homes today; To investigate similarities and differences between homes; To explore homes built a long time ago and identify their features; To find out what Victorian homes were like inside; To identify and explore objects in a Victorian home and their uses.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally (Remembrance Sunday) The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Victorian age v Modern age) Significant historical events, people and places in their own locality.</p>	
	<p>Art Colour Creations - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Experimenting and exploring with colour. Artist: Wassily Kandinsky To be able to identify colours and the objects that are associated with them; To be able to identify primary colours; To be able to mix primary colours to create secondary colours; To be able to create light and dark</p>	<p>To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	

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	<p>shades of colour; To be able to produce art based on the work of Kandinsky.</p> <p><u>D&T</u> <u>Stable Structures</u> To explore the features of stable structures, including toy car garages; To design and plan a stable structure; To explore a range of materials and make decisions based on the end product; To follow a design plan and make a product; To evaluate products.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Explore and evaluate a range of existing products evaluate their ideas and products against design criteria Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms, in their products.</p>	
	<p><u>Geography</u></p> <p><u>Where do I Live?</u> To be able to name the seven continents of the world and locate the UK on a world map; To be able to identify the countries and capital cities of the UK; To be able to identify features and characteristics of the countries of the UK; To explore and describe the town we live in.</p>	<p>Name and locate the world's 7 continents and 5 oceans. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	
	<p><u>Computing</u></p> <p>Online safety Grouping and Sorting Pictograms Lego Builders</p>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies. Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	
	<p><u>Music</u> Charanga Scheme – Year 1</p>	<p>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 Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	
	<p><u>PE</u> Indoor and Outdoor sport</p>	<p>Pupils explore simple skills. They copy, remember, repeat and explore simple action with control and co- ordination. They begin to show some understanding of simple tactics and basic compositional ideas.</p>	

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		<p>They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.</p>	
	<p>RE Gospel Know that Christians believe that through his teachings Jesus challenges everyone about the way they live. Retell the parable of the Tax Collector</p> <p>Ceremonies To explore how significant events are celebrated in various religions.</p>	<p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p> <p>To research plan and role play a variety of religious ceremonies. Considering the impact of these ceremonies on individuals and communities.</p>	
	<p>PSHE Health and Wellbeing Healthy Lifestyles - What helps keep bodies healthy; hygiene routines Growing and Changing - Recognising what they are good at; setting goals. Change and loss and how it feels Keeping Safe - Keeping safe around household products; how to ask for help if worried about something</p>	<p>To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health To learn the importance of and how to maintain personal hygiene. To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals To understand about change and loss and the associated feelings (including moving home, losing toys, pets or friends) To learn that household products, including medicines can be harmful if not used properly. To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To understand about the ways that pupils can help the people who look after them to more</p>	

Year I Curriculum Coverage



		<p>easily protect them. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do.</p>	
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