

YEAR 1 CURRICULUM

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **YEAR 1**

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
<ul style="list-style-type: none"> Know what an explorer is Know about significant explorers such as Captain Scot, Matthew Henson and Felicity Aston. Use words and phrases like, old, new, and a long time ago. Recognise some of the different ways that we learn about the past. Understand how our school has changed since Victorian times. Understand how our local area has changed over time and know about the significance of 'The Abbey' within Nuneaton. Know about Reginald Stanley and the contribution he made to the local area during Victorian times. Identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> Understand the difference between hot and cold countries and why – temperature, Climate, clothing Know the names and locations of the seven continents. Know places near the Equator are often hot and places close to the poles are often cold. Understand that people's lives can be different in different parts of the world. Know about my school, my street, my house, and my route to school – simple mapwork. Begin to understand some of the ways in which human activity is having an impact on different environments such as rainforests in Africa 	<p>Drawing</p> <ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, pen, chalk Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Start to record simple media explorations in a sketch book. Experiment with colour, shape and lines. Experiment with space. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines. Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Explore 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. Look at and talk about own work and that of other artists and the techniques they had used. Investigate what makes art, art <p>Painting</p> <ul style="list-style-type: none"> Experiment with a variety of media; different brush sizes and tools e.g. different brush sizes, hands, feet, rollers and pads Explore lightening and darkening paint without the use of black or white. Begin to control the types of marks made with the range of media. Investigate primary and secondary colours Experiment with colour, shape and lines. Experiment with space. Start to mix a range of secondary colours, moving towards predicting resulting colours. Explore 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. 	<ul style="list-style-type: none"> Say what products they are designing and making Say whether their products are for themselves or other users Describe what their products are for Say how their products will work Use simple design criteria to help develop their ideas Use knowledge of existing products to help come up with ideas Develop and communicate ideas by talking and drawing Select from a range of tools and equipment, explaining their choices Select from a range of materials and components according to their characteristics Follow procedures for safety and hygiene Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components Assemble, join and combine materials and components Use finishing techniques, including those from art and design Talk about their design ideas and what they are making Make simple judgements about their products and ideas against design criteria Say what products are Say who products are for Say how products work Say how products are used Say what materials products are made from Say what they like and dislike about products Know about the movement of simple mechanisms such as levers, sliders, wheels and axles Know that a 3-D textiles product can be assembled from two identical fabric shapes Use the correct technical vocabulary for the projects they are undertaking
History Vocab	Geography Vocab		
<p>Victorian times, past, difference, similarities timeline, local, buildings Reginald Stanley Locality, ruins, monks, nuns, market, church, The Abbey Famous, event, source, explorer, chronological, source, evidence</p>	<p>Population, settlement, village, town, city, location, position, route, direction, North, South, East, West, Ocean, continent, Europe, Australia, Africa, Asia, North America, South America, Antarctica, countries, Table Mountain, Cape Town, population, climate, Re-cap rainforest vocab, de-forestation, sustainability</p>	<p>3D sculpture</p> <ul style="list-style-type: none"> Experiment in a variety of malleable media such as clay, papier Mache etc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Impress and apply simple decoration techniques: impressed, painted, applied. Use tools and equipment safely and in the correct way. Explore 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. Look at and talk about own work and that of other artists and the techniques they had used. 	<p>Food and Nutrition</p> <ul style="list-style-type: none"> Know that all food comes from plants or animals Know that food has to be farmed, grown elsewhere (e.g. home) or caught Know that everyone should eat at least five portions of fruit and vegetables everyday Know how to prepare simple dishes safely and hygienically, without using a heat source Know how to use techniques such as cutting and grating

SCIENCE	CORE SKILLS Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
Plants <ul style="list-style-type: none"> Observe and record changes to a growing plant Humans <ul style="list-style-type: none"> Understand body part associated with each sense Animals <ul style="list-style-type: none"> Features of a living thing What animals need sunshine Know characteristics of arachnids, insects and crustaceans Seasonal change <ul style="list-style-type: none"> Define and understand hibernation Materials <ul style="list-style-type: none"> Predict and test materials that float and sink Test whether material is absorbent or waterproof 	READING	WRITING	MATHS
	<ul style="list-style-type: none"> Secure with year group phonic expectations. Recognise & join in with predictable phrases. Relate reading to own experiences. Re-read if reading does not make sense. Discuss significance of title, events and make predictions on what has been read. Read aloud with pace and expression, e.g. pause at full stop; raise voice for question. Know the difference between fiction and non-fiction texts. To read common exception words, suffixes and one syllable words To read words with contractions To make inferences To learn new vocabulary through their books 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly. Write clearly demarcated sentences, leaving spaces between words. Use 'and' and join ideas. Introduce use of – capital letters, full stops, question marks, exclamation marks. Use capital letters for names and personal pronoun 'I'. Write a sequence of sentences to form a short narrative as introduction to paragraph. Use correct formation of lower-case letters – finishing in the right place. Correct formation of capital letters & digits. To spell year 1 common exception words, days of the week and words containing sounds they have been taught Begin to ad prefixes and suffixes to root words. 	<ul style="list-style-type: none"> Count in multiples of 2, 5 and 10. Count, read write numbers to 100. Say what is one more or one less than any number. Read and write numbers from 1 to 20 in numerals and words. Recognise all coins. Recognise and can name the 2D shapes: circle, triangle, square and rectangle. Recognise and can name the 3D shapes: cuboid, pyramid, sphere. Name the days of the week, months of year. Tell time to o'clock and half past the hour Recognise, find, and name a half and quarter of an object, shape or quantity. Add and subtract 1 digit and 2 digit numbers to 20 Solve 1 step problems involving addition and subtraction Represent and use number bonds to 20 Solve problems involving multiplication and division using objects, picture, arrays Compare and measure mass, lengths and capacity Describe position, direction and movement using whole, half, quarter and three quarter turns.

RELIGIOUS EDUCATION	PHYSICAL EDUCATION	MUSIC	COMPUTING
<p>Know more about the Christian concept of Creation: Know Christians believe that:</p> <ul style="list-style-type: none"> God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God. <p>Begin to develop an understanding of the Christian concept of incarnation through the Christmas story. Develop a basic awareness of Hinduism. Deepen understanding of the Christian concept of salvation:</p> <ul style="list-style-type: none"> Know that Easter is very important in the 'big story' of the Bible and Christians believe Jesus rose again, giving people hope of a new life. <p>Deepen understanding of Sacred places:</p> <ul style="list-style-type: none"> Know that places of worship contain objects and symbols to show that people believe. People perform actions in places of worship to show that they believe. <p>Know that different religions have different symbols</p>	<p>Gymnastics I can show spinning and rocking in isolation and in short sequence. I can make my body tense, relax, stretch and curl.</p> <p>Dance I can perform basic body actions along with music. I can confidently explore space within my dances and movements.</p> <p>Attack, defend, shoot I can recognise rules and apply them in competitive and cooperative games. I can begin to engage in competitive activities.</p> <p>Hit, catch, run I can catch a medium sized ball thrown over a short distance. I can use a range of sending skills to put ball into space.</p> <p>Send and return I can identify space to send a ball into. I can move towards a moving ball to return with hand or bat.</p> <p>Run, jump, throw I can attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. I can handle and throw a variety of different objects and attempt to throw for distance.</p>	<ul style="list-style-type: none"> Use voice to speak, sing and chant Play untuned instrument musically Respond to different moods in music Choose sounds to represent different things Follow instruction for when to play or sing Listen with concentration, identifying when an instrument has changed Can explain why they like/dislike a piece of music 	<ul style="list-style-type: none"> Use programs and programmable toys Create media – digital painting Understand how technology around us works e.g. computer, keyboard Understand how to use technology safely and responsibly Use technology to create and organise data Create media –digital writing using tools, making choices Program animations understanding and using simple algorithms

	VALUES		PSHE
	<p>SCHOOL VALUES:</p> <ul style="list-style-type: none"> • Thankfulness • Respect • Forgiveness • Perseverance • Hope • Friendship • Love • Courage <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Respect & Tolerance <p>CULTURAL CAPITAL</p> <ul style="list-style-type: none"> ❖ Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:- ❖ Core skills in English and Maths ❖ Creativity – Art & Design, DT, Expressive Arts ❖ History and Heritage – History, Cultural heritage ❖ Understanding the World – Geog., Current Affairs ❖ Discovery – Science, Technology/Computing Values and Personal Skills – inc. British Values. 		<p>Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital</p> <p>Health and Well-being:</p> <ul style="list-style-type: none"> • Physical: Keeping myself safe and healthy. • Safety: road safety, medicine safety, • Sex and Relationships: Growing and Caring for Ourselves. • Differences between male and female bodies – (correct terminology) <p>Relationships:</p> <ul style="list-style-type: none"> • Being a good friend to myself and others • Knowing what bullying is and how to deal with it <p>Living in the Wider World:</p> <ul style="list-style-type: none"> • Celebrating difference • Feeling special and safe • Overcoming challenge and steps to success

Year 1 curriculum 2023