

Marine Park First School



Curriculum Mapping

Year 1

Year 1 Autumn 1

	History	Geography	Science
Ourselves	<p>Our school in the past</p> <p><i>Changes within living memory</i></p> <ul style="list-style-type: none"> Using old photographs, timelines, maps and talking to our parents/grandparents, find out about Marine Park First School in the past. When was our current building erected? Where was the old school located? Visit the site. Who in our family can remember the old school building? What was previously on the site of our current school? 	<p>Our school grounds and local area</p> <ul style="list-style-type: none"> Using google maps/doigimaps examining our school from above – an aerial view Knowing that an aerial view means looking from above Understanding that location means where something is. Using simple maps of the school and immediate surrounding area Understanding that symbols show us where things are Drawing signpost maps to show location of classroom/school etc Using simple compass points to describe location Making simple maps of the classroom/ school <p>Being a Meteorologist! – Seasonal Change</p> <ul style="list-style-type: none"> What is the weather like today in Whitley Bay daily and over the year? What are the 4 seasons? Which season are we in now? Gaining a better understanding of weather through daily weather observations, gathering data and performing simple tests Contributing to a daily class weather chart 	<p>Ourselves</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <ul style="list-style-type: none"> <i>Record data in a table.</i> <i>Observe closely, using simple equipment.</i> <i>Record data in simple ways (Venn diagram/chart).</i> <p>SEASONS (ongoing throughout Year) (this unit runs side by side with our work in Geography this term)</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. <ul style="list-style-type: none"> <i>Ask simple questions and recognise that they can be answered in different ways.</i> <i>Perform simple tests.</i> <i>Observe closely, using simple equipment.</i> <i>Gather and record data to help answer a question.</i>

Year 1 Autumn 1

	Technology	Computing	Art	PE
Ourselves		<p>2Simple Toolkit</p> <ul style="list-style-type: none"> labelling pictures of ourselves <p>Exploring Digital Sound - 2Simple Music Toolkit,</p> <ul style="list-style-type: none"> Exploring simple digital sounds Composing a beat Building a tune Digital composing Combining images and sound Creating a soundtrack for an image 	<p>Colour / Line</p> <ul style="list-style-type: none"> Knowing the names of all the colours and basic painting routines Beginning to introduce mixing of colours to make new colours. Finding collections of colour – different sorts of green, blue, purple etc. Using language to evaluate – light/dark Learning how to mix primary colours and skin tones. Experimenting with brushstrokes that can be made using different brushes – thick and thin Painting self portraits Understanding that artists use colour to express emotions. Selecting appropriate colours to paint a happy or sad picture – with Warm and Cool /Happy and Sad colours Responding to work of selected artists <p>Suggested Artists:</p> <ul style="list-style-type: none"> Self portrait paintings - Van Gough Picasso Da Vinci <p>Suggested Sculptor:</p> <ul style="list-style-type: none"> Giacometti 	<p>Games Unit 1 Y1</p> <p>Focus on ball skills and games :</p> <ul style="list-style-type: none"> Understand and show different ways of using a ball Understand how to use apparatus for its intended purpose. Observe, copy and play games as an individual and in two's Move safely and actively about the space. <p>Dance Unit 1 Year 1</p> <ul style="list-style-type: none"> Make rounded, wide and thin shapes with their body. Draw rounded and spiky shapes in the air. Move in different directions and high and low. Travel rhythmically on feet, hopping and skipping.

Year 1 Autumn 1

	Music	RE	French	PSHCE
Ourselves	<p>Charanga Music Unit-Me</p> <ul style="list-style-type: none"> Familiar and unfamiliar songs about the body, expressions and feelings Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music Learning to sing familiar or unfamiliar sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Sharing and performing the learning that has taken place. <p>Singing Strategy song</p> <ul style="list-style-type: none"> In the Autumn <p>Harvest Songs – performing for our Harvest Festival</p>	<p>Belonging</p> <ul style="list-style-type: none"> What it means to belong to a community group and a religious community Recognising some of the groups to which they belong in their home and school life and what makes these groups special. Finding out how belonging to a faith community affects peoples lives Recognising some signs and ceremonies of belonging that occur in religions What is means to belong to a Christian group – signs, symbols, who is in charge, what rules are followed, how belonging affects the way people behave <p>Wonders of Nature/Harvest</p> <ul style="list-style-type: none"> Considering which aspects of the natural world do we find wonderful How Christians show that they are thankful for the natural world Recognising some elements of Christian harvest celebration 	<p>Unit 1 – Je parle le francais</p> <p>Language</p> <ul style="list-style-type: none"> Revision of classroom commands learnt in Reception - e.g. Regardez, Ecoutez, Arrêtez, Levez-vous, Asseyez-vous, Répétez, Touchez Silence, Ecrivez, Marchez, Sautez, Tournez, Frappez etc. Asking and answering questions about how they are - ça va? Saying thank you. Numbers 1-6 Reinforcement and consolidation of classroom object vocabulary <p>Story - Petit Monstre Bleu</p> <ul style="list-style-type: none"> Includes parts of the head adjectives (petit/grand/long) (U3) 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My new class Children will learn:</p> <ul style="list-style-type: none"> how to contribute to the life of the classroom about constructing and agreeing to follow group and class rules and to understand how these help us about taking part in a democratic vote for the School Council about working collaboratively <p>Keeping Myself Safe - Looking after myself Children will learn:</p> <ul style="list-style-type: none"> about feeling safe hazards in the home and school about road safety about the steps they can take to ensure their safety in class, on the playground, at home and on the street who helps us keep safe <p>Keeping Myself Safe - Internet Safety</p> <ul style="list-style-type: none"> how to keep themselves safe on line <p>My Healthy Body - Healthy People Children will learn:</p> <ul style="list-style-type: none"> about what healthy people do to be healthy – regular exercise, a healthy diet, rest and keeping clean about what they like and dislike about what it means to make a choice and how choices can improve how they feel and look about good handwashing <p>Emotional Health - Awareness of feelings Children will learn:</p> <ul style="list-style-type: none"> to be aware of what makes them happy how to tell how other people are feeling

Year 1 Autumn 2

	History	Geography	Science
The Magic Toymaker	<p>Toys – how are my toys today different to those when grandma and great grandmas were little?</p> <ul style="list-style-type: none"> - <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Children will describe toys from both past and present, find out information about the past.</i> - <ul style="list-style-type: none"> • Describe some the characteristics of a modern selection of toys. • Understand that there are old and modern toys and some differences between them • Sort photographs/toys into old and new and talk about their work with emerging chronological order • Investigate an old toy from the past and its present day version; identifying similarities and differences between old and new toys, including movement, design and material. • Make comparisons between characteristics of modern toys and toys from the past and describe what this tells us about the past • Explain why some items are no longer around and suggest what changes we might see in the future • Use oral and written sources to find out about toys in the past – ask parents, grandparents. Visit Toy museum - Understand how museum exhibits are organised and be able to sort/organise objects accordingly on a timeline. Create a class museum, using photographic sources/ own experiences <p>Guy Fawkes and Bonfire Night <i>Events beyond living memory that are significant nationally or globally.</i></p> <ul style="list-style-type: none"> • Learn and understood, through simulation, the sequence of events that led to the Gunpowder Plot. Learn what happened on November 5th 1605. • Gain an understanding of why people in the past acted as they did • Relate some of the events that happened to Guy Fawkes • Identify at least one reason why Guy Fawkes is remembered today. 	<p><i>No Geography unit</i></p>	<p>Forces</p> <ul style="list-style-type: none"> ▪ Consider what things move ▪ Explore what they have to do to make things move ▪ Know that there are many different kinds of forces e.g. pushes/pulls ▪ Identify what makes things move further ▪ Describe how to change the way familiar things move – slowing down, going faster, changing direction etc ▪ Explore how forces can change materials <ul style="list-style-type: none"> ▪ <i>To be able to identify and classify.</i> ▪ <i>To be able to observe carefully, using simple equipment.</i> ▪ <i>To be able to ask simple questions and recognise that they can be answered in different ways.</i> ▪ <i>To be able to perform simple tests.</i> ▪ <i>To be able to record simple data in order to answer a question.</i> ▪ <i>To be able to make simple measurements with equipment (non-statutory).</i> <p>Possible Real Life experience</p> <ul style="list-style-type: none"> • Discovery Museum

Year 1 Autumn 2

	Technology	Computing	Art	PE
The Magic Toymaker	<p>Aspect of D&T</p> <ul style="list-style-type: none"> • Mechanisms <p>Focus</p> <ul style="list-style-type: none"> • Sliders and Levers <p>What could children design, make and evaluate?</p> <ul style="list-style-type: none"> • Moving Toys – Puppets with simple levers • Greetings card for Christmas 	<p>IT and Digital Literacy</p> <ul style="list-style-type: none"> • Drawing and Writing about our favourite Toys • 2Animate <p>Exploring machines we control</p> <ul style="list-style-type: none"> • 2Control • Investigating remote controls vehicles, programmable toys, sound recorders, Zounds and Cubelets 	<p>Line and Colour</p> <ul style="list-style-type: none"> • Investigating the possibilities of a range of different mark makers e.g. pencils and pastels. • Using appropriate vocabulary to describe marks • Making own tools for mark making. • Experimenting with mark making on different surfaces. • Investigating and describe texture. • Observing and recording objects from different viewpoints - sketching old and new Toys <p>Also Creating paintings related to Bonfire nights Making Christmas cards Making simple clay pots</p>	<p>Games Unit 2 Y1 Throwing and catching/ Aiming Games</p> <ul style="list-style-type: none"> • Learn to throw and catch using a range of apparatus. • Understand the concept of aiming games. • Change the rules to make the game harder. • Move actively and safely about the space when using equipment. <p>Gym Unit D Y1 D- Flight, Bouncing, Jumping, Landing</p> <ul style="list-style-type: none"> • Bounce, hop, spring and jump using a variety of take offs and landings. • Observe, recognise and copy different body shapes. • Link together two or more actions with control and be able to repeat them. • Describe what they see using appropriate vocabulary.

Year 1 Autumn 2

	Music	RE	French	PSHCE
The Magic Toymaker	<p>Toys</p> <ul style="list-style-type: none"> • Listen and appraise a range of songs about toys leading to The Sugar Plum Fairy by Pyotr Tchaikovsky • Compose using Pulse/ 2 to 3 pitch range/dynamics/tempo to represent a section of the story of the sugar plum fairy and be able to narrate through the story justifying the appropriate use of Dimensions of music. • Identify instruments of the orchestra through listening and explore specific instrument groups through the use of Charanga,. • Identifying key characteristics of strings/Brass/Woodwind/Percussion. • Looking at instrument families of the orchestra <p>Singing Strategy Song</p> <ul style="list-style-type: none"> • The King is in the Castle Football <p>Children will also learn a variety of songs taken from their Christmas production as well as traditional Christmas Carols</p>	<p>Light</p> <ul style="list-style-type: none"> • Recognising that Light is important in everyday life • Recognising that Light is an important religious symbol • The variety of ways of celebrating special occasions within faith communities and the meaning behind the celebrations • Exploring how Light is used in the Christian celebration of Christmas – <p>Possible real Life experience options</p> <ul style="list-style-type: none"> • Visit from local vicar <p>Meanings within Christmas - The Gift of Giving and Receiving</p> <ul style="list-style-type: none"> • Revisiting the Christmas Story, relating aspects of the narrative to the ideas of giving and receiving. Looking at the part played by the Shepherds and Wise Men - who they might have been, where they came from, what brought them there and the gifts they brought to Jesus. • Talking about why giving is an important idea for Christians and is central to how they celebrate Christmas • Talking about what is of value to Christians and how this might be expressed in action • Exploring the idea that Christians believe that Jesus was a gift from God. 	<p>Unit 1 – Je parle le français</p> <p>Language</p> <ul style="list-style-type: none"> • Revision of classroom commands learnt in Reception - e.g. Regardez, Ecoutez, Arrêtez, Levez-vous, Asseyez-vous, Répétez, Touchez Silence, Ecrivez, Marchez, Sautez, Tournez, Frappez etc. • Ask and answer questions about how they are - ça va? • Say thank you. • Numbers 6- 12 • Reinforcement and consolidation of classroom object vocabulary <p>Stort - <i>Petit Monstre Bleu</i></p> <ul style="list-style-type: none"> • Includes parts of the head adjectives (petit/grand/long) (Unit 3) 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Who are our friends?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> ▪ about feeling loved and cared for ▪ about different types of friends and how friends should care for one another ▪ about the nature of kindness ▪ about how people's bodies and feelings can be hurt ▪ who to go to if they are worried and how to attract their attention ▪ to name a range of emotions ▪ managing uncomfortable feelings – winning and losing; pride and jealousy ▪ about solving disputes and conflict through negotiation and appropriate compromise <p>Anti Bullying</p> <p>Children will learn:</p> <ul style="list-style-type: none"> ▪ about what to do when friendships change ▪ to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) ▪ to recognise when people are being unkind either to them or others, how to respond, who to tell and what ▪ to say that there are different types of teasing and bullying, that these are wrong and unacceptable ▪ how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Year 1 Spring 1

History

Inventors, Inventions and Machines

- Study the lives of significant individuals in the past who have contributed to national and international achievements.
- significant historical events, people and places in their own locality
- events beyond living memory that are significant globally
- Learning about the world of inventions and the history of transport and the importance of transport in our lives
- Sequence types into early and later transport – land, air and water
- Special focus on.....
 - Using a variety of source material, including photographs, paintings, artefacts and a site visit to the Stephenson Railway Museum find out about two engineers and inventors, drawn from the history of Britain – Robert and George Stephenson and their ideas which spread railways and locomotives around the world.

Possible Real Life experience options

- Visit from Stephenson Railway Museum staff

Geography

Exploring the UK

What are the four countries of the UK?

- *Use maps and atlases and googlemaps etc to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas*
- *Use world maps, atlases and globes to identify the United Kingdom and its countries*
 - Use world maps, atlases and globes to locate the world's seven continents and five oceans
 - Survey where the class went on holiday last year and locate these countries
 - Find out about some famous international landmarks and place these on a map
- Locate the UK on a map
- Finding and naming the countries in the UK
- Using simple compass directions
- Locating a few key local cities - Newcastle, Whitley Bay
- Learn how places are linked - locate on a local map major transport terminals e.g. North Shields Ferry terminal; Newcastle Airport and Railway Station; local metro stations
- Make maps of own journeys to school
- Using aerial photos, find out about the physical and human features of the local area

Science

Use of Everyday Materials

- 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.
- (Investigate materials that float– non stat.)
- *To be able to identify and classify.*
- *To be able to observe carefully, using simple equipment.*
- *To be able to ask simple questions and recognise that they can be answered in different ways.*
- *To be able to perform simple tests.*
- *To be able to record simple data in order to answer a question.*
- *To be able to make simple measurements with equipment (non-statutory).*

Year 1 Spring 1

	Technology	Computing	Art	PE
Footsteps through Time - Journeys	<p>Aspect of D&T Mechanisms</p> <p>Focus</p> <p>Wheels and axles</p> <p>What could children design, make and evaluate?</p> <ul style="list-style-type: none"> • push/pull toys e.g. emergency service vehicle • farm vehicles • cars • vehicles for story character • own design 	<p>2Type</p> <ul style="list-style-type: none"> • Learning to use the keyboard <p>2Create a Story</p> <ul style="list-style-type: none"> • Multimedia story about a journey from home to school: adding sound and animation to stories <p>2Publish</p> <ul style="list-style-type: none"> • Learning presentation skills – writing instructions to get from home to school 	<p>Colour and Texture</p> <p>Colour Journeys</p> <ul style="list-style-type: none"> • Start with a dark tone gradually mixing white to make lighter tones, recording their colour's "journey" with a continuous curved line in sketchbooks. • Repeat with other colours • Apply to coloured papers <p>Colour Families</p> <ul style="list-style-type: none"> • Use a range of reds (brilliant red, crimson, vermillion) investigate mixing as many different reds as possible. Record in sketchbooks. • Experiment with blue and yellow. Experiment with the appearance of colours on different coloured paper. <p>Clay work</p> <ul style="list-style-type: none"> • Experiment with representing a 'journey' in clay – imprinting. 	<p>Athletics Unit One Y1 (multiskills)</p> <ul style="list-style-type: none"> • Remember and repeat a series of running throwing and jumping activities with growing control. • Familiarise themselves with equipment and use it appropriately. • Recognise how their bodies feel in different activities. • Watch, copy and describe what others have done. <p>Dance Unit 3 Y1</p> <p>Fog and Sunshine, Washing Day and Handa's Surprise</p> <ul style="list-style-type: none"> • Travel smoothly by rolling and sliding. • Change and vary actions- understand and demonstrate the contrasting dynamic elements of heavy and light. • Work in pairs using simple relationships and compositional ideas. • Observe each other and themselves.

Year 1 Spring 1

	Music	RE	French	PSHCE
Footsteps through Time - Journeys	<p>Transport</p> <ul style="list-style-type: none"> Listen to a range of music relating to transport, including Short ride in a fast machine by John Adams, Spiritual negro songs based on train travel, Shanty songs, e.g rolling up rolling down, Space travel music e.g. Holst and poem 'The Car trip' by Michael Rosen. Explore tempo ranges and the affect it has on the imagination of the listener as they picture journey. Compose a poem using effective use of language to simulate a car journey, developing into a rap where pupils can talk rhythmically over a rhythm or groove (mood beats on Charanga). Charanga Topic - Hey You used to teach pupils how to rap. <p>Singing Strategy</p> <ul style="list-style-type: none"> Who stole my chickens and my hens? Just like me 	<p>Special Places</p> <p>Christianity – Church</p> <ul style="list-style-type: none"> Exploring the idea of special places and feelings associated with them. Understanding that faith communities have special places of worship Understanding what the term Church means Finding out what Christians do when they go to church. Hear about Christian baptism Recognising and understanding some of the items of significance used in religious worship and lifestyle, exploring how they are used Listen to and understand a well known Christian story told by Jesus and identify the key ideas <ul style="list-style-type: none"> Good Samaritan Lost Sheep <p>Multifaith</p> <ul style="list-style-type: none"> Finding out about special places of worship from world faiths Islam – Mosque <p>Possible Real Life experience options</p> <ul style="list-style-type: none"> Visit to St John's or St Mary's Church Visit from members of local faith communities 	<p>Language Focus</p> <ul style="list-style-type: none"> Asking and answering questions Learn to recognise, repeat and chant numbers 1-12 - sept, huit, neuf, dix, onze, douze Begin to use prepositions (sur/dans/sous) (U3) Où est..? (U3) Learn the names of common modes of transport <p>Story:</p> <ul style="list-style-type: none"> Tom le Pirate Include Il s'appelle/elle s'appelle (U1) <p>C'est trop petit/grand/content/triste (U3)</p>	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Me and my community</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that they belong to various groups and communities such as family, class and school - focus on the class more about their contribution to the life of the classroom that people have needs and that they have responsibilities to meet them including being able to take turns, share and understand the need to return things that have been borrowed etc that they have choices they can make but that their choices impact on others more about the local community they belong to who in the local community looks after them <p>Persuasion – reality and fantasy</p> <p>Children will learn:</p> <ul style="list-style-type: none"> more about differences between make believe and reality real and pretend people/things, places and happenings about concept of truth/lies; right/wrong

Year 1 Spring 2

	History	Geography	Science
Space Travel	<p>One Giant Step for Mankind.... Space Travel</p> <p>events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> • When was the first space craft launched? • What landed on the moon in 1959 • Who was Neil Armstrong? • What did he achieve? • Who was the first woman in space? • Who was the first animal in space? • When was the first moon walk? • Who was first person to land on the moon? • Place historic events on a timeline. • Compare similarities and differences between achievements of Neil Armstrong and George Stephenson (last half term) <p>Possible Real Life Experience</p> <ul style="list-style-type: none"> • Astronaut training workshop at Centre for Life 	<p>Geography to link with History topic e.g. locating on a map the world's main space stations.</p>	<p>Light</p> <ul style="list-style-type: none"> • Observe and name a variety of sources of light, including electric lights, flames and the Sun • Associate shadows with a light source being blocked by something • Explore materials to raise questions that will help them to understand the differences between materials that are transparent, translucent and opaque • Observe shadows being formed in everyday contexts, such as when they play outside or shine torches indoors. • Work scientifically by exploring shiny things and grouping them according to whether they shine in the dark or not. <p>Non Statutory - Science: linked to Space</p> <ul style="list-style-type: none"> • Understand that the sun, moon and earth are roughly spherical • How the position of the Sun appears to change during the day, and how shadows change as this happens • How day and night are related to the spin of the Earth on its own axis • That the earth orbits the sun once a year, and that the moon takes approximately 28 days to orbit the earth. • What kind of planet conditions could hold life? – could grow seeds/seedlings in different conditions (dark, light, wet, cold etc.) in order to create a planet that could foster life.

Year 1 Spring 2

	Technology	Computing	Art	PE
Space Travel	<ul style="list-style-type: none"> Shadow puppets 	<p>2Simple Toolkit – 2Paint</p> <ul style="list-style-type: none"> Creating space pictures/night skies linked to space topic. Inserting images/photos and creating different effects Google Earth – flight simulator Tweets from Space 	<p>Form / Space</p> <ul style="list-style-type: none"> Recognise the difference between 2d and 3d forms Make 3D forms of planets using junk, newspaper and masking tape. Adding detail using chalk pastels, paint Look at the genre of 'space art'/'astronomical art' Look at the work of Van Gogh and his use of colour/ white to recreate night sky. <p>Suggested Artists: :</p> <ul style="list-style-type: none"> Van Gogh - Starry Night 'space artists' – Lucien Rudaux, Chelsey Bonestell, Thomas Scriven Bolton 	<p>Games Unit 3 Y1 Bat/ Ball skills and Games/ Skipping</p> <ul style="list-style-type: none"> Steer and send a ball safely in different directions using a bat. Skip with a rope. Change the rules of a game to make it better or more challenging. Understand the importance of "rules" when playing with a bat. <p>Gym Unit E Y1 D- Points and Patches</p> <ul style="list-style-type: none"> Travel confidently and competently on different parts of the body including hands. Hold still balances on large or small body parts. Link two balances together. Adapt floorwork safely onto apparatus.

Year 1 Spring 2

	Music	RE	French	PSHCE
Space Travel	<p>Space – Ten Pieces</p> <ul style="list-style-type: none"> Listen and appraise: Mars by Holst. Identify melodic motifs from known pieces like Star Wars Imperial March. Have a range of game activities building on the dimensions of music - marching, making leaps and steps with pitch, copy back rhythm activities. Using instruments to create simple motif with rhythmic ostinato for a journey into space. Perform and peer appraise each other. <p>Singing Strategy</p> <ul style="list-style-type: none"> Aka backa. Come dance with me <ul style="list-style-type: none"> Children will also learn a variety of songs related to Easter 	<p>Easter</p> <p>Shrove Tuesday Ash Wednesday</p> <ul style="list-style-type: none"> Recounting simple elements from the Easter story Exploring feelings associated with Easter Discussing ideas of new life, new beginnings Discussing custom of giving at Easter 	<p>Language Focus</p> <ul style="list-style-type: none"> Asking and answering questions Prepositions (sur/dans/sous) (U3) Où est..? (U3) <p>Story:</p> <ul style="list-style-type: none"> Tom le Pirate Include Il s'appelle/elle s'appelle (Unit 1) C'est trop petit/grand/content/triste (Unit 3) 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My Healthy Body – Looking after my teeth</p> <p>Children will learn:</p> <ul style="list-style-type: none"> more about healthy food choices more about what healthy people do to be healthy –keeping their teeth clean <p>Keeping safe – Drugs Ed: Medicines and Household Products</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that substances we put onto or into our bodies affect them that household products, including medicines, can be harmful if not used properly about the safe keeping of everyday substances and basic rules for recognising substances or objects that are not safe to touch rules about health and safety, basic emergency aid procedures, where and how to get help

Year 1 Summer 1

	History	Geography	Science
All Around Us - Food	<p>Food in the past</p> <ul style="list-style-type: none"> • Use books and IT resources to find out about food in the past • Know that food that was available to people in the past may not have been the same as that available today • Use drama, role play, art and writing to communicate about food in the past 	<p>Food from around the World</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to locate the world's seven continents and five oceans • Locate the equator and northern and southern hemisphere • Use world maps to locate origins of variety of foodstuffs • Find out about which foods are grown in the UK and which we have to import • Compare these to food grown abroad • Know that weather and climate conditions affects food production • Use a world map to help communicate information about food produced and eaten in different parts of the world • What do we mean by Fairtrade? <p>Possible Real Life experience options</p> <ul style="list-style-type: none"> • Visit to local restaurant or from local chef • Visit from Fairtrade • Visit from local supermarket to talk about healthy foods. 	<p>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. • <i>Observe closely using simple equipment</i> • <i>Ask simple questions and recognise that they can be answered in different ways.</i> • <i>Use parts of the plant to identify and classify it.</i> • <i>Use simple features of a plant to sort and group them (non-statutory).</i> • Observe the growth of flowers and vegetables that they have planted. • Keep records of how plants have changed over time and compare and contrast how different plants change over time. <p>Healthy Eating</p> <ul style="list-style-type: none"> • Understand the need for food to give us energy for activity and growth • Understand the importance of a balanced diet and the basic food groups

Year 1 Summer 1

	Technology	Computing	Art	PE
All Around Us - Food	<p>Aspect of D&T</p> <ul style="list-style-type: none"> • Food – Cooking and Nutrition <p>Focus</p> <ul style="list-style-type: none"> • Preparing fruit and vegetables <p>What could children design, make and evaluate?</p> <ul style="list-style-type: none"> • fruit salads • fruit yogurt • fruit drinks • fruit jelly • fruit smoothies • fruit kebabs etc <p>(focus on fruits)</p>	<p>Photos, videos and sequences</p> <ul style="list-style-type: none"> • Sequencing activities (dance routines, recipes, getting ready, The Human Crane) <p>2Create</p> <ul style="list-style-type: none"> • Import pictures and create sequences to match recipes linked to technology 	<p>Colour / Line</p> <ul style="list-style-type: none"> • Examining the colour and pattern in different fruits and/or vegetables. Looking at the work of Cezanne discussing use of colour and pattern. • Be able to use materials and processes to represent food in different ways • Observational drawing on fruits • Using pastels and blending techniques • Exploring printmaking/overprinting in primary colours – direct prints, stencil prints and a combination • Know that artists use different forms in their work and in different contexts including advertisements <p>Suggested Artists:</p> <ul style="list-style-type: none"> • Cezanne (still life images) 	<p>Games Unit 4 Y1 Developing Partner work</p> <ul style="list-style-type: none"> • Play running games and use apparatus safely. • Use and develop their sending, receiving and travelling skills in games with a partner. • Change the rules of the game to make it more challenging. • Observe and describe another child's activity. <p>Dance Unit 2 Y1 March, March, March and Jack and the Beanstalk, Handa's surprise</p> <ul style="list-style-type: none"> • Select movements from those they practice to create their dance and understand the structure of their dance. • Perform simple rhythmic patterns and perform them in different formations. • Talk about how they felt after dancing. • Talk about the dances and why they liked them, using a range of words.

Year 1 Summer 1

	Music	RE	French	PSHCE
All Around Us - Food	<p>Charanga Music Unit Banana rap</p> <ul style="list-style-type: none"> Learn The Banana Rap, an action song/rap about the dimensions of music but focussing on pitch Listen and Appraise rap/hip-hop and pop Musical activities to learn about the interrelated dimensions of music through: games, singing, performing and sharing Sing up - a range of songs related to food. <p>Singing Strategy</p> <ul style="list-style-type: none"> The animals went in two by two Oats and beans and barley grow 	<p>Christianity - Stories That Jesus told</p> <ul style="list-style-type: none"> Understand that the Bible is a special book for Christians Understanding that Jesus told stories to teach people about God, how to behave and how to treat each other Responding sensitively to the values, feelings and concerns of others Exploring idea that stories often contain special meanings and messages Identifying the key ideas in stories Jesus told Parables and Teachings of Jesus e.g. <ul style="list-style-type: none"> Feeding of 5000 - Food Sower – Food 	<p>Language Focus:</p> <ul style="list-style-type: none"> Alphabet Revise numbers Revise colours – red, blue, green, yellow, orange and pink. Extend vocab for simple colours – noir, brun, gris, rose, violet Recognise and understand some items of fruit and vegetables and use knowledge to describe them – voici un orange, une banana, une poire, une fraise. Quel fruit est jaune? Revise classroom commands <p>Story:</p> <ul style="list-style-type: none"> <i>L'Homme en Pain d'Epices</i> (The Gingerbread Man) 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>SRE - Growing and changing</p> <p>Children will learn:</p> <ul style="list-style-type: none"> the importance of valuing oneself and that we are all unique more about their bodies and how they work about the similarities and differences between boys and girls to recognize and name using the proper terminology parts of the body and what those parts do more about what happens as we grow about the process of growing from young to old, physical changes – becoming taller, facial changes, different skills that some things don't change e.g. skin colour, eye colour etc other things will change e.g. height, weight, etc that our behaviour and needs change as we get older that we are all part of families and that all families have special roles in caring for their children <p>Memories and growing up</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about special memories, things which we treasure: about change and loss e.g. starting school, a new baby brother/sister, moving to a new class about the feelings associated with change or loss

Year 1 Summer 2

Year 1 Summer 2			
	History	Geography	Science
All Around Us - Animals	<p><i>No History unit</i></p>	<p>Could polar bears live in the desert?</p> <ul style="list-style-type: none"> • <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country</i> • <i>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</i> <p>A focus on different environments across the world.</p> <ul style="list-style-type: none"> ▪ Looking at animals that live in deserts, rainforests, oceans and polar regions and investigating these habitats. ▪ Locating these environments on a world map and Google Earth ▪ Using a globe to point out the Equator, North and South Pole, Deserts and Rainforests ▪ Explain the main features of each region using words and pictures ▪ (Use http://www.arkive.org/education/) 	<p>Animals</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals including 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) <ul style="list-style-type: none"> • <i>Record data in a table.</i> • <i>Observe closely, using simple equipment.</i> • <i>Record data in simple ways (Venn diagram/chart).</i> • <i>Sort and group animals with some help (non-statutory).</i> <p>Possible Real Life experience options</p> <ul style="list-style-type: none"> • Visit to local Pet Store/Animal Sanctuary • Visit from Zoolab

Year 1 Summer 2

	Technology	Computing	Art	PE
All Around Us - Animals	<p><i>No Technology unit</i></p>	<p>2Create a Story</p> <ul style="list-style-type: none"> Multimedia stories: adding sound and animation to stories <p>Switch 200</p> <ul style="list-style-type: none"> Creating animals Learning about animal habitats Building a biome 	<p>Pattern /Texture</p> <ul style="list-style-type: none"> Selecting and sorting contrasting materials - textures and patterns Awareness and discussion of patterns around them – pattern hunt Creating an animal collage Creating silhouette pictures with camouflage background Creating animal sculptures from clay Examining the work of an environmental artist e.g. Richard Long Using natural materials to create own piece of environmental art <p>Suggested artist:</p> <ul style="list-style-type: none"> Richard Long <p>Suggested sculptor:</p> <ul style="list-style-type: none"> Natsumi Tomita Cemazandotti 	<p>Gym Unit F/G Y1</p> <p>F-Rocking and Rolling</p> <ul style="list-style-type: none"> Spin, rock , turn and roll with control, on various parts of the body. Plan and link a series of movements together. Work safely with an awareness of others. Adapt work from the floor safely onto apparatus. <p>G- Wide Narrow Curled</p> <ul style="list-style-type: none"> Travel, balance and jump confidently showing a variety of body shapes. Understand and demonstrate contrasts in level and shape. Observe, copy and describe what others are doing. Select and link together three different movements. <p>Athletics Unit Two</p> <ul style="list-style-type: none"> Remember, repeat and link combinations of actions. Choose equipment suitable for the task. Describe what their bodies feel like during different activities. Watch, copy and describe what others have done.

Year 1 Summer 2

	Music	RE	French	PSHCE
All Around Us - Animals	<p>Animals</p> <ul style="list-style-type: none"> Using Charanga, Listening to sound clips of different animals. Learning to sing The Animal Fair, singing in rounds. Listen and appraise What a Wonderful World, Carnival of the Animals – Saint Saens and explore how timbre can be used to represent different animals. Explore what instruments can be used to represent a given animal and create a rhythmic/ melodic motif to represent it. Compose a soundscape to represent the environment of the animal as an accompaniment. Singing Strategy Mister double trouble As I was walking down the street 	<p>Christianity - Beliefs and Practices</p> <ul style="list-style-type: none"> Considering the idea that Christians believe God to be the Creator of the Universe. Understand the Creation Story Understanding that Christians believe that God is active in their everyday living Describing how Christians talk to God in different ways through prayers Understanding that Christians express understanding of God's nature in concepts such as God as a loving parent and loving friend <p>The Old Testament Stories</p> <ul style="list-style-type: none"> Creation Story Noah, The Flood and God's Promise <p>Multifaith</p> <ul style="list-style-type: none"> Understanding creation stories from world faith groups 	<p>Language Focus:</p> <ul style="list-style-type: none"> Alphabet Revise numbers Revise colours – red, blue, green, yellow, orange and pink. Extend vocab for simple colours – noir, brun, gris, rose, violet Recognise and understand some items of fruit and use knowledge to describe it – voice un orange, une banana, une poire, une fraise. Quel fruit est jaune? Revise classroom commands <p>Story:</p> <ul style="list-style-type: none"> <i>L'Homme en Pain d'Epices</i> (The Gingerbread Man) 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Me and the Wider Community - Global food</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about where food comes from more about the ethics of food supply that some children in poorer parts of the world may not have access to plentiful food and clean water <p>Me and the Wider Community – Developing Responsibility</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about the needs of all living things looking after animals the role of professionals and voluntary agencies in animal welfare about caring for the environment and pollution about what harms/improves the local and built environments and about some of the ways people look after them

Year 1 English Genres

Year 1 English Genres					
Autumn Term 1		Spring Term 1		Summer Term 1	
Ourselves		Footsteps through Time		Food	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<ul style="list-style-type: none"> • Stories with familiar settings • Stories with predictable and patterned language 	Information text - Ourselves	<ul style="list-style-type: none"> • Stories from other cultures • Traditional Tales 	<ul style="list-style-type: none"> • Recounts • Sequencing events linked to Journeys • Instruction texts 	<ul style="list-style-type: none"> • Fairytales 	<ul style="list-style-type: none"> • Recounts • Contents, glossary, captions, and labels • Dictionaries
<ul style="list-style-type: none"> • A range of poetry linked to Ourselves and Seasons – Senses and Autumn 		<ul style="list-style-type: none"> • A range of poetry linked to Journeys 		<ul style="list-style-type: none"> • A range of poetry linked to Food 	
Possible texts linked to Topic on Ourselves <ul style="list-style-type: none"> • Kipper’s Diary • Once there were Giants • My Naughty Parents • There’s a Dragon at my school 		Possible texts linked to Topic on Journeys <ul style="list-style-type: none"> • Oh Get off our Train • Jack and the FlumFlum Tree • Amazing & Extraordinary Facts Trains & Railways • George Stephenson (Famous People series, 4Learning) • Harry Potter & the Philosopher’s Stone (train to Hogwarts) • The Train Ride • The Polar Express by Chris van Allsburg • Peter’s Railway 		Possible texts linked to Topic on Food <ul style="list-style-type: none"> • Handas Surprise • Enormous Turnip • Teddy Bears Picnic • Gingerbread Man • Oliver’s Milkshake 	
Autumn Term 2		Spring Term 2		Summer Term 2	
The Magic Toymaker		Space		Animals	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<ul style="list-style-type: none"> • Stories with familiar settings 	<ul style="list-style-type: none"> • Letters • Information text - Toys 	<ul style="list-style-type: none"> • Stories about Fantasy Worlds • Diaries 	<ul style="list-style-type: none"> • Posters • Lists, Labels and Captions 	<ul style="list-style-type: none"> • Traditional Tales • Stories with a magical theme Magical 	<ul style="list-style-type: none"> • Postcards • Information Text - Animals
<ul style="list-style-type: none"> • Rhyming Poetry 		<ul style="list-style-type: none"> • A range of poetry linked to Space 		<ul style="list-style-type: none"> • A range of poetry linked to Animals 	
Possible texts linked to Topic on Toys <ul style="list-style-type: none"> • I love you Blue Kangaroo • Kipper’s Toy Box • The Day the Crayons Quit • Bear and Scary Night • Dogger • Tidy Titch 		Possible texts linked to Topic on Space <ul style="list-style-type: none"> • Starseeker • The Way Back Home • One Giant Leap • Who was Neil Armstrong? • Man on the Moon • We’re off to look for Aliens • Whatever Next • Aliens love Underpants • NASA website www.nasa.gov/multimedia huge variety of videos & free apps e.g. moon landing, Apollo missions & space shuttles • Story of Laika – first dog in space. www.space.com 		Possible texts linked to Topic On Animals <ul style="list-style-type: none"> • Meerkat Mail • Rhino’s Treasure • Bringing the Rain to Kapiti Plain • Owl Babies • Giraffe’s cant Dance • Runmble in the Jungle • Noah’s Ark • Three Billy goats Gruff • Ice Bear • The Rainbow Bear • Walk with a Wolf • The Polar Bear Son 	

Y1 Core English Curriculum

Reading

Writing

Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply phonic knowledge and skills as the route to decode words ▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ▪ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ▪ read other words of more than one syllable that contain taught GPCs ▪ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ▪ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ▪ re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: ▪ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ being encouraged to link what they read or hear read to their own experiences ▪ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ recognising and joining in with predictable phrases ▪ learning to appreciate rhymes and poems, and to recite some by heart ▪ discussing word meanings, linking new meanings to those already known ▪ understand both the books they can already read accurately and fluently and those they listen to by: ▪ drawing on what they already know or on background information and vocabulary provided by the teacher ▪ checking that the text makes sense to them as they read and correcting inaccurate reading ▪ discussing the significance of the title and events ▪ making inferences on the basis of what is being said and done ▪ predicting what might happen on the basis of what has been read so far ▪ participate in discussion about what is read to them, taking turns and listening to what others say ▪ explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> • Spelling (see English Appendix 1) • Pupils should be taught to spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ sit correctly at a table, holding a pencil comfortably and correctly ▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place ▪ form capital letters ▪ form digits 0-9 ▪ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ▪ learning the grammar for year 1 in English Appendix 2 ▪ use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 1 Spelling Appendix 1

Revision of reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may but basic revision will include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper

is needed to the root word	syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grand er , grand est , fresh er , fresh est , quick er , quick est

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound

ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared
Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y.	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

Year 1 Vocabulary, Grammar and Punctuation Appendix 2

Year 1: Detail of content to be introduced

Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], 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. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	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 for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 1 Maths Overview

Number-Place Value	Number-Addition and subtraction	Number-Multiplication and Division	Number-Fractions	Measure	Geometry-Properties of shape	Geometry-Position and direction
<p>Pupils will 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, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> 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 zero solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 	<p>Pupils will 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. 	<p>Pupils will 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. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) recognise and know the value of different denominations of coins and notes 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. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Notes and guidance (non-statutory)

<p>Pupils practise counting (1, 2, 3...), ordering (for example, first, second, third...), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent.</p> <p>Pupils begin to recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100, supported by objects and pictorial representations.</p> <p>They practise counting as reciting numbers and counting as enumerating objects, and counting in twos, fives and tens from different multiples to develop their recognition of patterns in the number system (for example, odd and even numbers), including varied and frequent practice through increasingly complex questions.</p> <p>They recognise and create repeating patterns with objects and with shapes.</p>	<p>Pupils memorise and reason with number bonds to 10 and 20 in several forms (for example, $9 + 7 = 16$; $16 - 7 = 9$; $7 = 16 - 9$). They should realise the effect of adding or subtracting zero. This establishes addition and subtraction as related operations.</p> <p>Pupils combine and increase numbers, counting forwards and backwards.</p> <p>They discuss and solve problems in familiar practical contexts, including using quantities. Problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enabled to use these operations flexibly.</p>	<p>Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.</p> <p>They make connections between arrays, number patterns, and counting in twos, fives and tens.</p>	<p>Pupils are taught half and quarter as 'fractions of discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.</p>	<p>The pairs of terms: mass and weight, volume and capacity, are used interchangeably at this stage.</p> <p>Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units.</p> <p>In order to become familiar with standard measures, pupils begin to use measuring tools such as a ruler, weighing scales and containers.</p> <p>Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.</p>	<p>Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes, and know that rectangles, triangles, cuboids and pyramids are not always similar to each other.</p>	<p>Pupils use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside.</p> <p>Pupils make whole, half, quarter and three-quarter turns in both directions and connect turning clockwise with movement on a clock face.</p>
--	--	--	---	--	--	--

