












## Year 1




There is a requirement for all schools to publish the outline curriculum for each year group on their website. It is impossible to publish details of every aspect of the curriculum. This document outlines the key content. Staff will always be very happy to discuss the content of the curriculum in more detail with any parent or carer. It should be noted that the details below are the 'standard curriculum' requirements; we constantly differentiate these to support and extend all pupils.

	<ul style="list-style-type: none"><li>• Apply phonic knowledge to decode words</li><li>• Respond speedily with the correct sound to graphemes</li><li>• Know some alternative phonemes for graphemes</li><li>• Identify which words appear again and again or have been read previously</li><li>• Read accurately by blending sounds in unfamiliar words.</li><li>• Relate reading to own experiences.</li><li>• Re-read if reading does not make sense.</li><li>• Read phonetically decodable texts with confidence.</li><li>• Make predictions on basis of what has been read.</li><li>• Make inferences on basis of what is being said &amp; done.</li><li>• Read aloud with pace &amp; expression, i.e. pause at full stop; raise voice for question</li><li>• Know difference between fiction and non-fiction texts.</li></ul>
	<ul style="list-style-type: none"><li>• Say out loud what is to be written, orally composing sentences before writing them</li><li>• Write clearly demarcated sentences.</li><li>• Show evidence of:<ul style="list-style-type: none"><li>- Capital letters.</li><li>- Full stops.</li><li>- Question marks.</li><li>- Exclamation marks.</li></ul></li><li>• Use capital letters for names &amp; personal pronoun 'I'.</li><li>• Use 'and' to join ideas.</li><li>• Use conjunctions to join sentences (e.g. so, but).</li><li>• Sequence sentences to form short narratives</li><li>• Use standard forms of verbs, e.g. go/went.</li><li>• Use correct formation of lower case – finishing in right place.</li><li>• Use correct formation of capital letters.</li><li>• Use correct formation of digits.</li></ul>

<p><b>MATHEMATICS</b></p> 	<ul style="list-style-type: none"> <li>• Count to &amp; across 100, forwards &amp; backwards from any number in 1s.</li> <li>• Count in multiples of 2, 5 &amp; 10 to 100</li> <li>• Read &amp; write numbers to 100 in digits.</li> <li>• Read &amp; write numbers to 20 in words.</li> <li>• Say 1 more/1 less than a given number to 100.</li> <li>• Use bonds &amp; subtraction facts to 20.</li> <li>• Read write and interpret mathematical signs such as = + -</li> <li>• Add &amp; subtract 1 digit &amp; 2 digit numbers to 20, including zero.</li> <li>• Solve simple multiplication &amp; division with apparatus &amp; arrays.</li> <li>• Recognise half and quarter of object, shape or quantity.</li> <li>• Use language of day, week, month and year.</li> <li>• Tell time to hour &amp; half past.</li> <li>• Recognise different values of coins</li> <li>• Recognise and name common 2-D and 3-D shapes</li> </ul>
<p><b>RELIGIOUS EDUCATION</b></p> 	<ul style="list-style-type: none"> <li>• Recognise religious beliefs</li> <li>• Recognise that people act in a particular way because of their beliefs</li> <li>• Describe some of the actions and choices of believers that arise because of their belief</li> <li>• Recognise key figures in the history of the People of God</li> <li>• Describe the life and work of some key figures in the history of the People of God</li> <li>• Recognise key people in the local, national and universal Church</li> <li>• Describe different roles of some people in the local, national and universal Church</li> <li>• Recognise religious signs and symbols used in worship, including the celebration of the Sacraments</li> <li>• Describe some religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> <li>• Use religious words and phrases</li> <li>• Say what they wonder about</li> <li>• Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer</li> <li>• Talk about their own feelings, experiences and the things that matter to them</li> <li>• Ask and responds to questions about their own and others feelings, experiences and things that matter to them</li> </ul>
<p><b>SCIENCE</b></p> 	<p>Plants including:</p> <ul style="list-style-type: none"> <li>• Name a variety of common plants.</li> <li>• Name the petals, stem, leaf and root of a plant.</li> <li>• Name the roots, trunk, branches and leaves of a tree,</li> </ul>

	<p>Animals including humans:</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p>Uses of materials including:</p> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p>Seasonal changes including:</p> <ul style="list-style-type: none"> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p>Working scientifically:</p> <ul style="list-style-type: none"> <li>• Ask simple scientific questions</li> <li>• Use simple equipment to make observations</li> <li>• Carry out simple tests</li> <li>• Identify and classify things</li> <li>• Suggest what I have found out</li> <li>• Use simple data to answer questions</li> </ul>
	<ul style="list-style-type: none"> <li>• Create a series of instructions</li> <li>• Plan a journey for a programmable toy</li> <li>• Start a programme</li> <li>• Create, store and retrieve digital content</li> <li>• Use a website and a camera</li> <li>• Record sound and play back</li> <li>• Use technology safely</li> <li>• Keep personal information private</li> </ul>
	<p>Through the following topics:</p> <ul style="list-style-type: none"> <li>• Ourselves and Baptism (changes)</li> <li>• Famous People – David Attenborough, Morris Mitchom, Louisa Da-Cocodia</li> </ul>

	<ul style="list-style-type: none"> <li>• Toys</li> </ul> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Use words and phrases such as old/ new/ a long time ago</li> <li>• Recognise that some objects belonged to the past</li> <li>• Explain how I have changed since I was born.</li> <li>• Explain how some people have helped us to have better lives</li> <li>• Give examples of things that were different when my parents and grandparents were children.</li> <li>• Ask and answer questions about old and new objects.</li> <li>• Pick out old and new things in a picture.</li> <li>• Explain what an object from the past might have been used for.</li> </ul>
	<p>Through the following topics:</p> <ul style="list-style-type: none"> <li>• Our School and our local area</li> <li>• Our Country</li> <li>• Weather</li> </ul> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Name the 4 countries of the UK and locate them on a map.</li> <li>• Name some of the main towns and cities of the UK.</li> <li>• Name the capital cities of England, Ireland, Scotland, Wales.</li> <li>• Explain where I live and tell someone my address.</li> <li>• Explain how I get to school</li> <li>• Keep a weather chart and answer questions about the weather.</li> <li>• Explain some of the main things there are in hot and cold places, for example, what clothes you would wear.</li> </ul>
	<p>Through our curriculum topics-</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Use pencils to create lines of different thickness in drawings.</li> <li>• Create a repeating pattern in print</li> <li>• Cut, roll and coil materials.</li> <li>• Create moods in art work</li> <li>• Name the primary and secondary colours</li> <li>• Create tints with paint by adding white</li> <li>• Create tones with paint by adding black</li> <li>• Create brown with paint</li> <li>• Use IT to create a picture</li> <li>• Describe what I see and give an opinion about the work of an artist.</li> <li>• Ask questions about a piece of art.</li> </ul>

	<p>Through our curriculum topics: Children will learn to:</p> <ul style="list-style-type: none"> <li>• Cut food safely</li> <li>• Cut materials safely, using the tools provided.</li> <li>• Make a product which moves</li> <li>• Make my model stronger</li> <li>• Use my own ideas to make something.</li> <li>• Explain how I want to make my product</li> <li>• Choose appropriate resources and tools.</li> <li>• Make a simple plan before making</li> <li>• Describe how something works</li> <li>• Describe the ingredients I am using</li> </ul>
	<p>Following the Charanga scheme of work, children will learn to:</p> <ul style="list-style-type: none"> <li>• Use my voice to speak, sing and chant</li> <li>• Use instruments to perform</li> <li>• Follow instructions about when to play and sing</li> <li>• Make different sounds with my voice and with instruments</li> <li>• Make a sequence of sounds</li> <li>• Repeat short rhythmic and melodic patterns</li> <li>• Respond to different moods in music</li> <li>• Say whether I like or dislike a piece of music</li> <li>• Choose sounds to represent different things</li> <li>• Identify the beat of a tune</li> </ul>
	<p><b>Gymnastics:</b></p> <ul style="list-style-type: none"> <li>• Make my body curled, tensed, stretched and relaxed.</li> <li>• Control my body when travelling and relaxing.</li> <li>• Copy sequences and repeat them.</li> <li>• Roll, curl, travel and balance in different ways.</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• Move to music</li> <li>• Copy dance moves</li> <li>• Perform my own dance moves</li> <li>• Make up a short dance</li> <li>• Move safely in a space</li> </ul> <p><b>Games:</b></p> <ul style="list-style-type: none"> <li>• Throw underarm</li> <li>• Hit a ball with a bat</li> <li>• Move and stop safely</li> <li>• Throw and catch a ball with both hands.</li> <li>• Throw and kick in different ways.</li> </ul>