

# Heather Garth Primary Academy

## **Year 1 Programme of Study**

### **2023-2024**



Heather Garth  
Primary Academy  
Stars Aiming High

## Reading

At Heather Garth, we teach reading through a whole class novel-based approach as well as through small group guided reading. Each class is also immersed in high quality, age-appropriate texts through daily story time.

In Year one, the texts we study include:

Town Mouse Country Mouse by Libby Walden and Richard Jones

Grandads Island by Benji Davies

Kipper Toy Box by Mick Inkpen

Dogger by Shirley Hughes

Bog Baby by Jeanne Willis

Prince Cinders by Babette Cole

Cloudy with a Chance of Meatballs by Judi Barrett

Ivy and the Rain Cloud by Katie Harnett

The Jolly postman by Allan Ahlberg

Phonics is taught through the 'Little Wandle Letters and Sounds Revised' programme – detailed overviews can be found on the website.

## Writing

At Heather Garth, we teach writing using the Jane Considine Write Stuff approach. The approach provides the children with a stimulating and language rich writing environment surrounded by print in a variety of forms and contexts. Jane Considine units are based around high quality, age-appropriate texts. Units teach a full range of writing strategies, including spelling, grammar, sentence structure and composition. For more details of the elements taught, please make reference to the year group termly overviews on the writing area of the school website.

Children then apply all the taught and modelled skills to independent writing tasks. Following independent writing, children are encouraged to find and correct any errors in their writing.

The units we cover in Year one are

Narrative - Last Stop on Market Street,

Narrative (Adventure Story) - The Naughty Bus

Non-Fiction (Report):-Toys from the Past

Narrative (Traditional Tale) - Pinocchio

Narrative -The Queens Hat

Recount - Our Trip to the Woods

Narrative - My Friend the Weather Monster

Narrative - Granddads Island.

Poetry- When I am By Myself.

## Mathematics

In Year One, the maths units we cover are:

### **Number: Place Value**

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.

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, most, least.

### **Number- addition subtraction, multiplication + division**

Represent and use number bonds and related subtraction facts within **10**

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Add and subtract one-digit numbers to 10, including zero.

Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.

Represent and use number bonds and related subtraction facts within **20**

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

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  $7 = \square - 9$

Count in multiples of twos, fives and tens.

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.

### **Fractions**

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.

Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)

Compare, describe and solve practical problems for: 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]

### **Geometry- Position and Direction**

Describe position, direction and movement, including whole, half, quarter and three quarter turns.

### **Geometry: Properties of Shapes**

Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)

Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)

### **Measurement: Money**

Recognise and know the value of different denominations of coins and notes.

### **Measurement: Time**

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.

Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]

Measure and begin to record time (hours, minutes, seconds)

**Measurement: Length and Height**

Measure and begin to record lengths and heights.

Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)

**Measurement: Weight and Volume**

Measure and begin to record mass/weight, capacity and volume.

Compare, describe and solve practical problems for 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]

**Problem solving and investigations**

Throughout all aspects of mathematics

**Art and Design**

In art and design, Year 1 will focus on: drawing, painting and mixed media and sculpture and 3-D.

In drawing, the children will be focusing on how to create different types of lines, explore line and mark making to draw water and draw with different media. The children will use a range of tools and investigate how texture can be created in drawings. They will then use our knowledge of drawing materials and mark making to draw from observation.

In painting and mixed media, the children will explore colour mixing through paint play investigating how to mix secondary colours. They will make a range of secondary colours, use a range of tools and work on different surfaces to create work in the style of an artist.

In sculpture and 3-D, children will create a giant 3D spider. They will roll paper to make 3D structures, shape paper and card to make a 3D drawing and apply paper-shaping skills to make an imaginative sculpture. They will plan and create a 3D giant spider and then apply painting skills.

## Citizenship

In citizenship, Year 1 will cover four units: VIP's, Teams, Diverse Britain and Well-being- Think positive, delivered by our Learning Mentor Mrs LeMasurier.

In the VIP unit, the children focus on Important People in their lives and the ways in which they can develop positive relationships with them. They identify who the special people in their lives are and what makes someone a special person. Children explore why families and friendships are important and understand that although these are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. They will also learn about the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.

In Teams, the children develop successful collaborative working skills, such as good listening. They learn about the importance of being kind to others, the effects of bullying and teasing what to do about it if they see it happening to others or if it happens to them. They also think about effective learning skills and how to identify good and not-so-good choices.

In Diverse Britain, we encourage the children to talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. They are supported in thinking positively and calmly, making good decisions and developing resilience. They are also encouraged to explore the positive feelings associated with being thankful, grateful and mindful.

In our final unit, Well-being- Think positive, the children explore how to have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. They will learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.

## Computing

In computing, Year 1 will cover six units: computing systems and networks, programming, skills showcase, online safety, data handling, creating media and a second data handling unit, further developing their knowledge and skills.

In computing systems and networks, the children will be learning how to login and navigate around a computer; developing mouse skills; learning how to drag, drop, click and control a cursor to create works of art

In programming, the children will learn the about algorithms, decomposition and how debugging is made relatable to familiar contexts. They will learn to follow directions and why instructions need to be specific.

In our online safety unit, we learn how to deal with issues online, about the impact and consequences of sharing information online and how to develop a positive online reputation.

In data handling the children learn what data is and the different ways it can be represented. They learn why data is useful and the ways it can be gathered and recorded.

In creating media, the children learn how to take and edit photos. They also learn how to search for and add images to a project.

## **Design and Technology**

In design and technology, Year 1 will focus on: Structures, textiles and food technology.

In structures the children will begin to learn about simple freestanding structures. They will explore different types of windmills and find out about the main features. They will design a windmill to fit the design criteria before constructing their model, thinking about the best joining techniques to use. Once completed, they will judge how effective their design has been.

In textiles the children will develop and practise threading and weaving techniques using various materials and objects. They will look at the history of the bookmark from Victorian times versus modern-day styles. The children will then apply their knowledge and skills to design and sew their own bookmarks.

In food technology, the children will begin to learn about basic cooking methods and nutrition. They will begin by exploring where a range of fruit and vegetables come from before deciding which ones to use in a simple recipe. They will then learn how to prepare the fruit and vegetables safely and hygienically to create a fruit smoothie before evaluating the final product and suggesting improvements which could be made.

## **Geography**

In geography, Year 1 will cover three units: All around me, The UK and Weather, weather, Weather.

In all around me the children will explore the school environment using first-hand observation and experience to recognize key human and physical features. They will begin to develop essential map skills by drawing a simple picture map of the school as well as a simple plan view of the classroom. In doing this, they will also develop the use of directional language. In this unit they will also develop map skills and fieldwork experiences.

In the UK, the children will learn about the countries of the UK to develop their learning beyond their immediate environment and own locality. They will explore individual countries, capital cities and human and physical features of the UK.

In weather, weather, weather the children will explore different types of weather and the changes which take place across the seasons. They will also measure and record daily weather. They will build on their knowledge of the weather in our locality to look at how the position of a country on the globe affects its weather. They will conclude the unit by learning about extreme weather events that affect people across the world.

## **History**

In history, Year 1 will cover three units: Toys Now and Then, Towers, Tunnels and Turrets (A Local History Study) and Explorers and Journeys (Columbus and Armstrong).

When studying Toys Now and Then the children will start by comparing toys from the past with the ones they have now. They will consider the materials they were and are now made from and make links to our science learning. In this unit they will appreciate how different life was in the past and imagine how it might change in the future.

When learning about Towers, Tunnels and Turrets the children will start by looking at what castles are what their purpose was. By the end of the unit, pupils will know what the main features of a castle are and their purpose. In this unit, they will appreciate how different life for the various groups of people living in the castle at the time. They will also have a memorable local visit to a castle.

When learning about Explorers and Journeys the children will begin to understand that history is the study of everything that has happened in the past to people and things. To further develop their historical understanding, they will learn about the experiences of some famous explorers: Neil Armstrong and Christopher Columbus. By travelling back in time from the present, through living memory and before, they will begin to consolidate their understanding of chronology. They will see that people through time have had the desire to explore their planet and beyond and that advances in technology have enabled them to reach new frontiers.

### **Modern Foreign Language**

In Spanish, Year1 will cover three units: Los Saludos (Greetings), Los Colores y Los Números (Colours & Numbers) and Las Estaciones (Seasons).

In Los Saludos the children will learn the vocabulary for basic greetings in Spanish enabling them to participate in a short oral conversation by the end of the unit. 'Greeting's and Myself' are themes that will continue throughout the curriculum.

In Los Colores y Los Números children will take part in tasks to help them listen carefully. Repeating the words each lesson to ensure they can remember all the new words and language presented to them. Revising what they already know each lesson before learning new words so that they can improve their memory skills and remember 10 common colours and count from 1 to 10 in Spanish.

In Las Estaciones the children will take part in lots of different engaging visual listening and speaking activities to help them learn the four seasons in Spanish. Learning more about the changes that occur in the world around them during each different season and starting to understand more of what they hear by associating what they hear to gestures and images.

### **Music**

In Music, Year 1 will cover three units: Move to the Beat – Exploring pulse and rhythm, Exploring Sounds and High and Low.

In our first unit, Move to the Beat, the children will explore pulse, through songs and activities. They will learn to recognize pulse, matching movements to music. They will explore percussion instruments and perform simple instrumental accompaniments to familiar songs.

The children will progress to copying and creating simple rhythm patterns, eventually using simple graphic notations to represent these sounds. Throughout the term, they will be introduced to a range of music and create simple choreography for music such as Radetzky March by Strauss and Mattachins by Peter Warlock, as well as learning about different dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance.

In Exploring Sounds the children will be exploring how sounds can be produced in different ways using voices and instruments. They will listen to a variety of music including Flight Of The Bumblebee and William Tell Overture, and will begin to recognize how composers use dynamics, tempo and

timbre to bring a character or theme to life! They will learn to sing simple songs as a class, adding facial expressions and actions to enhance a performance. The children will explore song lyrics and use these as a basis for their own compositions.

Working as a class and in small groups, they will compose short sound sequences to tell a story or reflect a character and perform these to each other. They will learn to follow musical instructions and invent their own musical notation to represent a sequence of sounds.

In our final unit, High and Low the children will be identifying and describing pitch. They will explore the sounds created by a variety of different instruments and voices, describing their pitch and timbre. They will play simple listening games and identify simple pitch patterns in a range of songs and music, recognizing when the pitch gets higher or lower. They will use a variety of tuned and untuned percussion instruments and compose simple sound effects to accompany sections of a story. They will compose pitch patterns and represent these using creative graphic notation tools such as pipe cleaners and coloured cubes! They will finish the term by preparing songs and music for a class performance.

### **Physical Education**

In physical education we cover a number of areas throughout the year including: fundamental skills, invasion games (handball, basketball and hockey), gymnastics, dance, net and wall games (volleyball and tennis), health and fitness (circuit training), striking and fielding (rounders) and athletics.

Children have two PE sessions per week, including one delivered by the class team and one delivered by our sports provider Grassroots.

### **Religious Education**

In religious education, Year 1 learn about both the Christian and Jewish faiths.

For each religion we learn about sacred texts, places of worship, beliefs and traditions, festivals and families, significant people of faith as well as exploring how the children and others feel about life and universe around them. Children then compare and contrast, recognising similarities and differences of each faith.

### **Science**

In science, Year 1 will cover four units: Animals including humans, Everyday Materials, Seasonal Changes and Plants.

In animals including humans, we develop our knowledge of animals and how they are grouped according to their shared properties including fish, amphibians, reptiles, birds and mammals. We learn the key features of each animal family and group them into their correct families. We also name a variety of common animals that are carnivores, herbivores and omnivores.

In everyday materials we identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. We distinguish between an object and the material from which it is made including if it is 'man-made' or 'natural'. Our learning also includes describing the simple physical properties of a variety of everyday materials and compare and group together a variety of everyday materials on the basis of their simple physical properties.



In seasonal changes we learn about the 4 seasons, including the months that fall into each season and the weather patterns they follow. We learn about the changes to the earth's light patterns through the seasons and how the seasons affect animals and plants.

In plants we learn about the names of common plants and trees and learn to identify them by their leaves. We learn about the terms 'evergreen' and 'deciduous' and how deciduous plants fit into the change of the seasons.

### **Enrichment Activities**

Throughout the year, Year 1 take part in a number of enrichment activities. These include educational visits, visitors into school and after school clubs.

Educational visits that Year 1 take part in include:  
Toys from the Past immersive experience day.  
Christopher Columbus immersive experience day.  
A historical visit to Conisbrough Castle.

Year 1 have access to a range of after school activities. These can be found on the school website.