

# Heather Garth Primary Academy

## Year 1 Programme of Study



## English

At Heather Garth, we teach English in Year 1 through a carefully considered approach.

Phonics, as well as decoding, fluency and comprehension, are taught through our Systematic Synthetics Programme-Little Wandle Letters and Sounds Revised. Detailed overviews of the programme content can be found on the website.

We also read age-appropriate texts to the children on a daily basis to encourage reading for pleasure, as well as developing their oral comprehension skills through carefully planned questioning and discussion.

To continue strengthening early writing skills from FS2 through Year 1, we continue the journey from Greg Bottrill's Drawing Club in Foundation Stage, to Curious Quests in Year 1. Curious Quests is an immersive adventure into story, poetry, make-believe and gives children endless possibilities to invent, imagine and story dream. The children use quests and key characters to provide joy in the learning of SPAG content as well as applying their phonic understanding too.

Oracy is embedded as a core component throughout the Year 1 English curriculum.

Although Spelling and sentence dictation is taught through Little Wandle, we also use Spelling Shed alongside this to ensure delivery of the English National Curriculum statutory and non-statutory spelling targets, rules, and high-frequency words. Children can also access this at home so they can practise throughout the week.

Handwriting is taught daily using the Letterjoin handwriting programme.

Please refer to the Year 1 half-termly English Overviews on the class page for a more detailed overview of the texts studied and the writing opportunities that take place.

## 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 and painting, Printing and Sculpture. In the drawing and painting unit, children will look at the Spanish painter, sculptor, printmaker and ceramicist Picasso who lived most of his life in France. They will produce a portrait inspired by the works of Picasso.

In the printing unit, the children will learn that printing is the process of making a mark by using another object with a raised off impressed surface. They will produce a print using selected objects to create a repeating pattern.

In the sculpture unit, the children will look at the work of Andy Goldsworthy the English sculptor, photographer and environmentalist. They will produce a transient sculpture using natural materials inspired by the work of Andy Goldsworthy.

## **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 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 (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 and 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, such as Neil Armstrong. 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.

## 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.

As singing is the golden thread that underpins all music, children will also take part in a variety of singing activities and games using the Barnsley Singing strategy. These will help children to find their singing voice, sing tunefully, sing in a group and most of all develop a love of singing!

## **Physical Education**

In physical education we cover a number of areas throughout the year including: Fundamentals, Ball skills, dance, gymnastics, fitness, team building, sending and receiving, target games, athletics, striking and fielding, net and wall games and invasion games. Children have two PE sessions per week, delivered by the class team.

## **Religious Education**

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

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.