

Year 1: Curriculum Queen's Park

English

Spoken Language (Key Stage 1)

- 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 hypothesising, speculating, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, improvisations role play 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.

Reading: Word Reading

- 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.

Reading: Comprehension

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 experiences to their own

- 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

- drawing on what they already know or on background information and vocabulary provided by the teacher

Understand what they read, in books they can read independently, by:

- 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.

Writing: Transcription

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

Writing: Handwriting

- 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.

Writing: Composition

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.

Writing: Vocabulary, Grammar & Punctuation

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.

Maths

Number: 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; count in multiples of twos, fives and tens
- 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

Number: Addition & Subtraction

- 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 $7 - \square = 9$.

Number: Multiplication & Division

- 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.

Number: 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

Measurement

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

Geometry: Properties of Shapes

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]

Geometry: Position & Direction

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

History

To have knowledge and understanding of people and events from both the distant past and recent (since 1900) in Britain and the wider world.

To have knowledge of past events and people important to them in their own lives and communities.

To be familiar with different stories or views/opinions about significant people or events from the distant and recent and where they fit into the chronological timeline.

To be able to demonstrate their understanding of the past verbally or in writing by identifying similarities and differences between ways of life in different historical periods by using common words and phrases about the passing of time.

To be able to give reasons why people might have acted as they did and identify some of the ways the past is represented.

To understand and use word abstract concepts such as 'King' 'society' etc To be able to choose and use parts of stories and other sources to ask and answer questions about the past.

To understand some of the ways in which we find out about the past eg artefacts and archaeology, living memory, written memory.

To link historical events learnt in the topic about and be able to see some cause and effect.

Physical Education

Year 1

- Run, jump, throw
- Gymnastics – Unit
- Send and Return
- Dance
- Hit, Catch, Run
- Attack and Defend
- Outdoor and Adventurous

Science

Working Scientifically (Key Stage 1)

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Plants

- 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.

Animals (including humans)

- 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)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

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.

Seasonal Changes

- observe changes across the four seasons
- and describe weather associated with the seasons and how day length varies.

Geography

Explore weather and climate in UK and around the world - linked with English

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Look at pictures and videos of the 4 seasons and explain/describe what is happening with the temperature, clouds, precipitation, vegetation growth etc and why. Describe the movement of the earth and sun and how this affects the length of day and night over a year.

Measure shadows over the length of a day with an upright stick and chalk over the shadows each

Discuss our local area and discuss ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? What jobs are there?

Identify the key features of our location – Brighton in order to say whether it is a city, town, village, coastal or rural area. Look at the physical features e.g. beach and man made features e.g. pier.

Use photos and videos of various locations and their physical features eg beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. Then the same with human features e.g. city, town, village, factory, farm, house, office, port, harbour, road, bridge, shop etc.

Children use basic geographical vocabulary for physical and human features to be able to communicate geographically.

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Show and discuss maps, google earth, aerial photographs, diagrams, atlases etc to show how to interpret and understand our location and different locations around the UK.

Use google maps to show the area around QPS. Look at the features and where they are in relation to each other. Look at how to make a map and a key.

Identify land use around the school. Children make their own map of the area including the buildings, roads, houses, green areas, footpaths, shop etc. Colour appropriately and create their own symbols for a key and label them. Write a description of our local area and the features.

Design & Technology

Year 1

Draw on their own experience to help generate ideas

- Suggest ideas and explain what they are going to do
- Identify a target group for what they intend to design and make
- Model their ideas in card and paper
- Develop their design ideas applying findings from their earlier research

Make their design using appropriate techniques

- With help measure, mark out, cut and shape a range of materials
- Use tools eg scissors and a hole punch safely
- Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape
- Select and use appropriate fruit and vegetables, processes and tools
- Use basic food handling, hygienic practices and personal hygiene
- Use simple finishing techniques to improve the appearance of their product

Evaluate their product by discussing how well it works in relation to the purpose

- Evaluate their products as they are developed, identifying strengths and possible changes they might make
- Evaluate their product by asking questions about what they have made and how they have gone about it

Music

Year 1

- Rhythm in the Way We Walk
- LONG and SHORT SOUNDS (ME)
- FEEL THE PULSE
- Historical Unit - Beethoven Pastoral Symphony
- More pulse games
- Composition Unit - Using fairy tales and unit 1

PSHE

New Beginnings/ Democracy/ Global Citizenship
Getting on and Falling Out/ Say no to Bullying/ Healthy and unhealthy choices
Mental health and Wellbeing/ Gender/ Money management/Online Safety
Good to be Me/ Gypsy Roma traveller education
Relationships/Protective Behaviours
Changes and moving forward/
Growing and caring for ourselves

Computing

Year 1

Technology around us - Recognising technology in school and using it responsibly
Digital painting - Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.
Moving a robot - Writing short algorithms and programs for floor robots, and predicting program outcomes.
Grouping data - Exploring object labels, then using them to sort and group objects by properties.
Digital writing - Using a computer to create and format text, before comparing to writing non-digitally
Programming animations - Designing and programming the movement of a character on screen to tell stories.

Art & Design

Key Stage 1

- Exploration of line and shape for a variety of drawing and mark making
- Manipulating tool and materials effectively with dexterity and control
- Sharing thoughts about their own, peers and key artists work.
- Experiment with different size brushes and sponges to make a variety of marks (lines, curves, twists, splattering etc)
- Exploration of colour mixing and making contrasts
- Can experiment with form and texture to make pinch pots from clay
- Can model materials and control form to assemble new basic shapes or forms with features