



EXCELLENCE · RESPECT · RESPONSIBILITY · INTEGRITY · COMPASSION

Year 1 Curriculum Overview

Term 1 (Autumn Term)

English	Maths
<p>Using a range of texts (<i>including fiction, non-fiction, and poetry</i>) students will explore, read, and write studying the following elements of English.</p> <ul style="list-style-type: none">• Oral composition of sentences• Draw and write a story recount of fairy tales• Letter formation• write labels and simple sentences• use simple nouns and adjectives• Using the conjunction and to join sentences• Separation of words with spaces.• capital letters, finger spaces full stops to demarcate sentences.• Capital letters for names and for personal pronouns.• Letter layout.• Re-reading work to check and edit.	<p>Place Value (within 10):</p> <ul style="list-style-type: none">• Sort, count and represent objects• Represent objects• Recognise numbers in numerals and words.• Count on from any number- finding 1 more and 1 less.• Count backwards within 10• Compare and order groups of objects and numbers• Use the language of fewer, more, same, less than, greater than, equal to.• Use number lines. <p>Addition and subtraction (within 10):</p> <ul style="list-style-type: none">• Understand parts and wholes and the Part-whole model.• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.• Represent and use number bonds and related subtraction facts within 10.• Add and subtract one-digit and two-digit numbers to 10, including zero (using concrete objects and pictorial representations).• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \quad - 9$. <p>Shape:</p> <ul style="list-style-type: none">• Recognise, name and sort 2-D and 3-D shapes.



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Science	Physical Education
<p>Animals including humans</p> <ul style="list-style-type: none">• Name a variety of animals.• Classify and name animals by what they eat (carnivore, herbivore, omnivore).• Sort animals into categories.• Sort living and non-living things.• Name the parts of the human body I can see.• Link the correct part of the human body to each sense.• Know the importance of good hygiene including a good hand washing routine for a healthy body	<p>In Physical Education, students will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Students will be taught to:</p> <ul style="list-style-type: none">• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.• Participate in team games, developing simple tactics for attacking and defending.• Perform dances using simple movement patterns. <p>Students will cover a range of activities including:</p> <ul style="list-style-type: none">• Core Skills• Invasion Games• Striking and Fielding Activities• Net and Wall Games• Athletic Activities• Creative Movement• Swimming and water safety
Computing	Humanities
<ul style="list-style-type: none">• Use technology safely• Keep personal information private	<p>The Magic Toymaker – Historical chronology and enquiry skills</p> <ul style="list-style-type: none">• Use words and phrases such as before/ after, past/ present, then/now.• Answer questions using different information – objects, books, the internet.• Find out things for myself about the past by talking looking at objects, pictures, books.• Ask questions about objects, people and events to learn more information.
Music	Art



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<ul style="list-style-type: none"> • Use my voice to speak, sing and chant. • Use instruments to perform • Follow instructions about when to play and sing. <p>Students prepare for the school Nativity performance.</p>	<p>Skills Use pencils to create lines of different thickness and patterns in drawings</p> <p>Ideas and techniques Show how people feel in paintings and drawings Name the Primary and secondary colours</p> <p>Inspiration from Artists. Describe what I see and give my opinion about a piece of art (Kandinsky's circles and Van Goughs stary night)</p>
PSHE - Personal, Social, and Health Education	
<p>Friendships and relationships</p> <ul style="list-style-type: none"> • Who am I? Who are we? Who is in our class and what makes us special? • What is kindness and what does it look like? How do I know if someone cares about me? • How are we and our families and how are we different? Why is it good to be different? <p>Positive relationships</p> <ul style="list-style-type: none"> • What does it mean to be a good friend? What should I do if someone is being left out? What does it mean to make a good choice? How can I show I am sorry? • What different feelings do we have? How can we show our feelings? • Staying safe and knowing who to trust <p>Self-care</p> <ul style="list-style-type: none"> • How do we keep our bodies healthy and clean? What makes a good handwashing routine? • Why is it important to rest and eat well? 	
Spanish	
<ul style="list-style-type: none"> • Numbers 1–10 • colours • days of the week • classroom items • feelings • weather • food (fruit, vegetables, others). 	