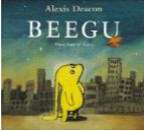


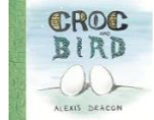

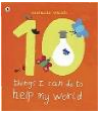


Year 1 Curriculum

Phase	Autumn Term		Spring Term		Summer Term	
Year 1	Term 1 Bright Lights, Big City (7 weeks)	Term 2 Memory Box (6 weeks)	Term 1 Rio de Vida (6 weeks)	Term 2 Paws, Claws and Whiskers (5 Weeks)	Term 1 Superheroes (7 weeks)	Term 2 Enchanted Woodlands (6 weeks)
English						
Handwriting	Nelson handwriting to form cursive letters correctly and begin joining patterns. Ensure ascenders and descenders and clear.					
Phonics	AS Phonics Phase 4- adjacent consonants	AS Phonics Phase 4- adjacent consonants	AS Phonics Phase 5- alternative sounds to vowel sounds they know from phase 3.	AS Phonics Phase 5- alternative sounds to vowel sounds they know from phase 3.	AS Phonics Phase 5- alternative sounds to vowel sounds they know from phase 3.	AS Phonics Consolidation
Spelling Rules	Follow scheme * The sounds /f/ and /s/, the sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck', Adding the endings -ing, -ed and -er to verbs, sound spelt n before g 'ng', the sound spelt n before k 'nk', the sound /ch/ spelt 'ch', the sound /ch/ spelt -'tch', the sound v, the /v/ sound at the end of words spelt with 've'	Follow scheme * The digraphs 'ai' and 'oi' are hardly ever used, the digraphs 'ay' and 'oy' are used for those sounds at the end of words and at the end of syllables, the sound /oa/ spelt with the vowel digraphs 'oa', 'ow', 'oe', The sound /ee/ spelt 'e' and with the vowel digraph 'ee', The vowel digraph 'ea', The vowel digraph 'ie' making the /igh/ and / ee/ sounds	Follow scheme * The trigraph igh, The vowel digraph 'ar', the vowel digraph 'er' (unstressed) 'er' (stressed), the vowel digraph 'ir', 'ur', Adding -er and -est to adjectives where no change is needed to the root word, Days of the week/ Common Exception Words	Follow scheme * The sound /k/ spelt with 'k' not 'c', before e, i and y, the split vowel digraphs 'a-e' and 'e-e', the split vowel digraphs 'i-e' 'o-e', the /yoo/ and /oo/ sounds spelt with the split digraph 'u-e', the vowel digraph, 'oo' – very few words have oo at the end, the sounds /oo/ and /yoo/ spelt with 'ue' 'ew'	Follow scheme * The vowel digraphs 'ow' and 'ou', words ending with the sound /ee/ spelt with 'y', the vowel digraph 'or' and the vowel trigraph 'ore', the vowel digraphs 'aw' and 'au', the vowel trigraphs 'air' and 'are', the vowel trigraph 'ear'	Follow scheme * New consonant spelling 'ph' and 'wh', adding the prefix -un without any change to the spelling of the root word, adding s and es to words, compound words, read words with contractions, common Exception Words
Grammar	See Grammar Progression Document					
Reading	Shared reading of big books three times a week, daily guided reading with Benchmarked Colour Coded Groups. Reading as writers, writing as readers following key texts.					
Key Text	Beegu by Alexis Deacon * 	The Robot and Bluebird by David Lucas * 	Wild by Emily Hughes * 	Croc and Bird by Alexis Deacon * 	Traction Man by Mini Grey * 	10 Things I Can do to Change the World by Melanie Walsh 
Writing Unit	Week 1- based on Cornerstones ME * Recount	Week 1- 4 <i>The Robot and Bluebird</i> Captions and annotations Debate writing Non-chronological report Instruction writing Retelling from alternative perspectives	Week 1-4 <i>Wild</i> by Emily Hughes * Character Description Thought bubbles Writing in role Persuasive Writing Narrative	Week 1-3 <i>Croc and Bird</i> Unit* Character descriptions Writing in role Story scenes Letter writing	Week 1-4 <i>Traction Man</i> * Oral narrative (talking book) Character fact file Short narrative as a play script or page of graphic novel	Weeks 1-4 Shared Reading Journal 'Tell Me' responses Conservation posters Letter to the Headteacher Call and response poem • Information Writing Bookmaking

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	Week 2-6- <i>Beegu</i> by Alexis Deacon * Beegu (CLPE) Writing in role Poetry Letters Playscripts	Week 5-6- <i>Christmas performance, practice</i>	Week 5- Carnival Poetry * (CT)	Week 4- Information Texts The Tiger who came for tea * (CS)	Week 4-6 Instruction Writing How to make green slime (CT)	Weeks 4-6 Transition/ end of term activities
	Week 7- <i>Consolidation/ Assessment Week</i>		Week 6- Consolidation/ Assessment Week	Week 5- Consolidation/ Assessment Week	Week 7 Consolidation/ Assessment Week	End of term

Maths

Times Tables expectation:	Count in 2, 5 and 10s. Recall and use all doubles to 10 and corresponding halves.					
Mental Maths:	Add within 5 Subtract within 5 Add and subtract within 5 Number bonds to 10 Adding within 10 Subtract within 10 Add and subtract 1 to a 2 digit number	Number bonds to 20 Counting in 2, 5 and 10's Know halves of even numbers to 20 Know doubles to 10 Add and subtract 10 to a 2 digit number Add 3 single digit numbers together			Subtract any 1 digit number from any 2 digit number Add any 1 digit number to any 2 digit number Finding how many 'sets of' a smaller number make a bigger number Recognise ½ and ¼ of an object, shape or quantity Use language of day, week, month and year. Tell time to hour and half past.	
Recap for retention:	5-minute daily starter exercise of 'Flashback 4': Essential skills are regularly revisited and retrieved to strengthen retention. Consolidation Week at the end of each half term: Pupils can consolidate learning from the 'Blocks' covered in the half term.					
Key Mathematical Areas/ Durations:	Block 1- Number: Place Value (within 10) Duration – 4 weeks Block 2- Number: Addition and Subtraction (within 10) Duration – 2 weeks	Block 2- Number: Addition and Subtraction (within 10) Duration – 2 weeks Block 3- Geometry: Shape Duration – 1 week Block 4- Number: Place Value (within 20) Duration – 2 weeks	Block 1- Number: Addition and Subtraction (within 20) Duration – 4 weeks Block 2 – Number: Place Value (within 50) (including multiples of 2, 5 and 10) Duration – 2 weeks	Block 2 – Number: Place Value (within 50) (including multiples of 2, 5 and 10) Duration – 1 week Block 3- Measurement: Length and Height Duration – 2 weeks	Block 1 – Number: Multiplication and Division (including multiples of 2, 5 and 10) Duration – 3 weeks Block 2 – Number: Fractions Duration – 2 weeks Block 3 – Geometry: Position and Direction Duration – 1 week	Block 4 – Number: Place Value (within 100) Duration – 2 weeks Block 5 – Measurement: Money Duration – 1 week Block 6 – Measurement: Time Duration – 2 weeks
National Curriculum Objectives:	Place Value (within 10) • Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 10 in numerals and words. • Given a number, identify one more or 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. Addition and Subtraction • Represent and use number bonds and related subtraction facts within 10. • Read, write and interpret mathematical statements	Addition and Subtraction • 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. Geometry: Shape • Recognise and name common 2-D shapes, including: (e.g. rectangles (including squares), circles and triangles).	Addition and Subtraction • 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= □ -9. Place Value (within 50)	Place Value (within 50) • Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • Given a number, identify one more or 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. Measurement: Length and Height • Measurement: Length and Height Measure and begin to record lengths and heights.	Multiplication and Division (including multiples of 2, 5 and 10) • 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,	Place Value (within 100) • 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. 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

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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.	• Recognise and name common 3-D shapes, including: (e.g. cuboids (including cubes), pyramids and spheres). Place Value (within 20) • Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. • Count, read and write numbers to 20 in numerals and words. • Given a number, identify one more or 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.	• Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • Given a number, identify one more or 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. • Count in multiples of twos, fives and tens.	• Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). Measurement: Weight and Volume • 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].	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	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).
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Science

Area of Science:	Seasonal Changes	Animals including Humans	Materials and Animals including Humans	Animals including humans	Materials, Animals and Plants	Materials and Plant Materials
Switched on Science	Seasonal Changes	Who am I?	Polar Adventures	On Safari	Treasure Island	Celebrations
Love to Investigate	Does it snow in Summer? (seasonal)	Why do we have teeth?	What keeps us dry?	What is camouflage for? (Animals)	Can you be a superhero? (Materials)	What is in a bud? (Plants)
Now Press Play	Seasons	Healthy Living	N/A	N/A	Animals/ Humans	Plants

Religious Education

Christianity Theme: Creation story Key Question: Does God want Christians to look after the world? (see UC Unit)	Christianity Theme: Christmas story Key Question: What gift would I have given to Jesus if he had been born in my town and not in Bethlehem? (see UC Unit)	Islam Theme: Prayer at home Key question: Does praying at regular intervals everyday help a Muslim in his/her everyday life?	Christianity Theme: Easter - resurrection Key question: Is it true that Jesus came back to life again? VISIT: All Saints Church / St. Nicks (see UC unit)	Islam Theme: Community and belonging Key question: Does going to the mosque give Muslims a sense of belonging?	Additional Christianity: Why is Jesus important to Christians?
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PSHE

P4C Focus	Community	Family/Friendships	Fairness/Differences	Animal welfare	Good/Evil	Environment
PSHE Focus	Jigsaw: Being In my Own World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing me
Key Skills	4C's focus: Care	4C's focus: Care	4C's focus: Collaborative	4C's focus: Collaborative	4C's focus: Creative	4C's focus: Critical

History

History Focus	Great fire of London	Changes within living memory	Significant people from South America	Skills based term (Local history)	Historical 'superheroes'	Sustainability and history of trees
History Skills	Use books, stories and photographs to help me find out about the past	Sequence events and changes in my own lifetime	Share what I have found out by telling someone Show what I have learnt through drawings - revisited	Use photographs, pictures, objects and historical visits to help me find out about the past-revisited	Use books and stories to help me find out about the past - revisited	Planning and carrying out a historical enquiry (e.g. where is the black Poplar tree?) - Bob Gilbert: Ghost Trees

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	Choose and use parts of stories to answer questions about the past Sequence events and changes in the past. Show what I have learnt through drawings	Use photographs, pictures, objects and historical visits to help me find out about the past Use everyday words and phrases to describe the passing of time		<i>Ask questions about the past (what was it like? What was it used for?)</i> <i>Sequence events and changes in the past - revisited</i>	Choose and use parts of stories to answer questions about the past. - revisited Share what I have found out by telling someone - revisited	Use books, stories, photographs etc to help me find out about the past - revisited Know how to use clues to find out about the past
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Geography

Geography Focus	<u>Urban areas (London)</u>	<u>Local geography</u>	<u>North America</u>	<u>Habitats of cats</u>	<u>Skills based term</u>	<u>Woodlands</u>
Key Skills Geography	<p><i>Name, identify and locate the four countries of the UK</i></p> <p><i>Name the capital cities in the UK</i></p> <p><i>Name, identify and locate the UK's surrounding seas on a map</i></p> <p><i>Identify key features within a town or village such as: farm, factory, house and shop.</i></p>	<p><i>Know about the local area, name key landmarks in the local area</i></p> <p><i>Locate key landmarks in your local area from pictures</i></p> <p><i>Describe places and features using geographical vocabulary</i></p> <p><i>Name and identify capital cities in the UK - revisited</i></p> <p><i>Identify key features within a town or village such as: farm, factory, house and shop - revisited</i></p>	<p><i>Locate the world's seven continents on a map</i></p> <p><i>Observe and record weather eg. draw pictures of the weather at different times of the year</i></p> <p><i>Recognise a natural environment and use basic vocabulary to identify it (i.e. beach, coast, forest, mountain)</i></p> <p><i>Express opinions about the seasons and relate the changes to changes in clothing and activities.</i></p>	<p><i>Recognise a natural environment and use basic vocabulary to identify it (i.e. beach, coast, forest, mountain)- revisited</i></p> <p><i>Locate the world's seven continents on a map - revisited</i></p> <p><i>Express their own views about a place, the people and environment</i></p> <p><i>Be able to verbalise and write about similarities and differences between the two features of two localities (shown by pictures)</i></p>	<p><i>Use aerial photos to identify physical and human features of locality</i></p> <p><i>Keep a weekly weather chart based on first hand observations</i></p> <p><i>Locate features of the school grounds on a base map</i></p>	<p><i>Be able to verbalise and write about similarities and differences between the two features of two localities (shown by pictures) - revisited</i></p> <p><i>Locate the four countries of the UK - revisited</i></p>