



The Raleigh Curriculum Overview Year 1



English

SEE ATTACHED SHEET

Art & Design

- Use a range of materials
- Use drawing, painting and sculpture
- Develop techniques of colour, pattern, texture, line, shape, form and space
- Learn about range of artists, craftsmen and designers eg Degas

Geography

- Name & locate the four countries and capital cities of the United Kingdom using atlases & globes identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world
- Use basic geographical vocabulary to refer to local & familiar features
- Use four compass directions & simple vocab

Physical Education

- Master basic movement,
- e.g. running, jumping, throwing, catching, balance, agility and co-ordination
- Participate in team games
- Perform dances using simple movement

Mathematics

SEE ATTACHED SHEET

Design & Technology

- Design purposeful, functional & appealing products eg moving vehicle
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks eg fruit salad
- Evaluate existing products & own ideas
- Build and improve structure & mechanisms
- Understand where food comes from

History

Key Concepts

Changes in living memory (linked to aspects of national life where appropriate) eg transport and holidays now and then

Key Individuals

Lives of significant historical figures, including comparison of those from different periods Christopher Columbus, Neil Armstrong, – Sir Walter Raleigh (significant local person)

Key Events

e.g. Bonfire night
Events of local importance – Brooklands Transport Museum

Computing

Movement/Direction

Follow a sequence of instructions eg Beebots
Write and test simple programs
Use logical reasoning to predict the behaviour of simple programs

Basic Control

Understand what algorithms are, how they are implemented as programs on digital devices.
Understand that algorithms follow a sequence of instructions.

Write and test simple programs.

Use logical reasoning to predict the behaviour of simple programs

Word typing skills, e-safety, ipad apps, taking pictures, making videos, research and databases need to be taught through other subjects



Music

- Sing and perform songs
- Play tuned and un-tuned instruments
- Listen and understand live and recorded music, being able to talk about differences in simple terms
- Make and combine sounds deliberately.

Religious

Education

Following the agreed local syllabus.

Christianity – Bible stories including the Christmas story, Easter, church visit.
Judaism – Hanukkah, the Torah, Shabbat.
Global community – exploring ideas such as fairness, belief in action, charities.

Science

Biology

Plants

identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
identify and describe the basic plant parts, including trees (roots, stem, leaves, flower etc).

Animals including Humans

identify and name a variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets)
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, mammals, including pets)

identify, name, draw and label the basic parts of the human body (link to senses)

Chemistry

Everyday Materials

distinguish between an objects and materials

identify and name a variety of everyday materials,

describe the simple physical properties of everyday materials

compare and classify materials.

Physics

Seasonal Changes

observe changes across the four seasons

observe and describe weather associated with the seasons and how day length varies.

Working Scientifically must **always** be taught through and clearly related to the content in the programme of study.

PSHE

- Recognise and discuss likes/ dislikes, what is fair/unfair and what is right/wrong
- Recognise and name feelings
- Recognise choices they can make
- Recognise groups that they belong to
- Recognise basic needs of themselves and others
- Recognise and name main parts of the body
- Know that families and friends should care for each other
- How to keep themselves safe.



Curriculum overview for Year 1 Mathematics

Number & Place Value

Counting forward and back from any number to 100 in ones, twos, fives and tens
identifying one more and less using objects and pictures (inc number lines) using the language of equal to, more than, less than (fewer than)

Writing any number to 100 including number words from 1-20

Addition & Subtraction

Reading, writing and interpreting mathematical statements involving + - =
represent and use number bonds to and related subtraction facts to 20

Add and subtract one digit and two digit numbers to 20 including 0

Solve one step problems involving addition and subtraction including missing numbers

Multiplication and division

Solve one step problems involving multiplication and division using arrays, pictorial representation and objects **with support**

Fractions

Recognise, find and name a half and a quarter of objects, shapes and quantity

Measurement

Compare, describe, solve practical problems and record for length, height, mass/weight, capacity and volume, time

Recognise and know value of coins and notes

Sequence events in chronological order using language of time

Recognise days of the week, months of the year

Tell the time to the hour and half past. Draw hands on clocks to show hour and half past times

Recognise and name 2D and 3D shapes, describing position and movement including whole, $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ turns

Curriculum overview for Year 1

English

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.

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 to their own experiences
- 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

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- 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 NC English Appendix 1 pg 50-54

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

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.

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

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in NC English Appendix 2 pg 75 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 NC English Appendix 2 pg 75

Use the grammatical terminology in NC English Appendix 2 pg 75 in discussing their writing.

