Curriculum Overview for Year 1

English		Art & Design
Reading Writing	Grammar	Observe patterns, anatomy & landscapes
Match graphemes for all Name	e letters of the alphabet • Leave spaces between words	 Name, mix and apply colours with a range of tools
phonemes • Spell	Common exception • Begin to use basic punctuation .!?	 Explore textures & how they create things
Read accurately by blending word	ds • Use capital letters for	Use materials to make known objects for a purpose
	l days of the week proper nouns	Develop impressed images
	very common prefixes & • Use common plural & verb	Awareness of patterns, repeating patterns &
Read contractions & understand sufficiency	xes Suffixes	symmetry
	n lower case letters Speaking & Listening	
Read phonics books aloud corre	ectly	
	n capital letters & digits • Listen & respond appropriately	
	pose sentences orally • Ask relevant questions	Design & Technology
	re writing • Maintain attention & participate	
Make simple predictions teac	d own writing to peers or	 Have own ideas, explain product use & how it will work Dian with pictures, words & hogin to use models
		 Plan with pictures, words & begin to use models Design a product following design criteria
	Aathematics	 Research similar existing products
Number/Calculation Geomet	ry & Measures• Describe position & movement, including half and quarter turns	 Select tools/equipment to cut, shape, join, finish
Count to / across 10 Use	common vocabulary for	Measure, mark out, cut and shape with support
• Count in 1s, 2s, 5s and 10s com	parison e.g. heavier, taller,	Choose suitable resources & explain why
• Identify 'one more' and 'one less' full,	longest, quickest Fractions	Talk about my product & how to make it better
Read & write numbers to 20 Begi	n to measure length, capacity,	
• Use language, e.g. 'more than', weig		
	ognise coins & notes	PSHE)
•	time & ordering vocabulary	Understand that the class rules are there to keep
	the time to the hour/half hour	us safe
 add and subtract one-digit and two- Use digit numbers to 20, including & ye 	language of days, weeks, months	Understand that there are similarities and
	ognise & name common 2D and	 differences between myself and my friends Know what I am good at and be proud of myself
	hapes	 Understand how to be healthy
	er & arrange objects	Know what makes our friends special
		Know how I have changed over the year
Science	 History Sequence events and recount changes within living 	Be able to talk about moving into Year 2
	memory	•
Identify basic plants	 Use common words and phrases relating to the passing 	
 Identify basic plant parts (roots, leaves, flowe Identify & compare common animals 	of time	Physical (Education
 Identify & name basic body parts 	Find answers to some simple questions about the past	
 Distinguish between objects & materials 	from simple sources of information	 Master basic movement e.g. running, jumping, throwing, catching, balancing, agility & co-ordination
Identify & name common materials	Describe some simple similarities and differences between artefacts	 Participate in team games; hitting, kicking, throwing
• Describe simple properties of some materials		 Perform dances using simple movement & imagination
Compare & classify materials	Sort artefacts from 'then' and 'now'	 Describe the changes in the body before, during & after
Observe weather associated with changes of the seasor Ask and answer relevant basic questions		exercise
	about the past.	Describe what others' have done & how to improve
	Relate my own account of an event and understand that	Show control when travelling, balancing, climbing
	others may give a different version.	
	• Talk, draw or write about aspects of the past.	

Computing

- Use a keyboard and mouse to search for information Understand a simple algorithm and predict a sequence Organise, store & manipulate data
- Understand e safety and how to protect yourself Recognise uses of IT outside of school

Geography

- Name, locate & identify characteristics of the countries & capital cities of the UK & the seas
- Identify a city, town, village, coastal or rural area.
- Use geographical words to describe physical features Use geographical words to describe key human features
- (e.g. city, town, village, factory etc.)
- Talk about the UK's seasonal & daily weather patterns Describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the school, its grounds & the key human & physical features of its surrounding environment
- Carry out a small local survey

Music



- Sing songs with expression, confidence and creativity to m audience.
- Play instruments with care and attention
- Repeat and investigate simple beats & rhythms
- Listen to composers & discuss types of music
- Choose sounds to represent different things (thoughts, feelings)

Religious

Education

- Observe the ways guzzling questions can be approached
- Recall the main points in a religious story
- Name artefacts and talk about key Jewish beliefs and teachings
- Recognise some of the similarities between religions Notice how a person's everyday actions are influenced by their beliefs and values