



Year 1 Curriculum Coverage Terms 1 & 2

	Term 1	Term 2
<p>Being a reader</p> 	<p>Levels 6, 7 and 8</p> <ul style="list-style-type: none"> • Follow print with eyes, finger-pointing only at points of difficulty • Take more note of punctuation to support the use of grammar and oral language rhythms • Cross check all sources of information more quickly whilst reading • Note familiar words and phonemes and use to get to unknown words, e.g. look, took • Search for information in print to predict, confirm or attempt new words while reading • Notice relationships between one text and another • Predict in more detail <p>Level 8, 9 and 10</p> <ul style="list-style-type: none"> • Move through text attending to meaning, print and sentence structure flexibly • Self-correct more rapidly on the run • Solve new words using print information along with attention to meaning • Re-read to enhance phrasing and clarify precise meaning • Identify constituent parts of unfamiliar two-syllable words to read quickly • Manage a greater variety of text types • Discuss content of the text in a manner which indicates precise understanding 	
<p>Being an author-writer</p> 	<ul style="list-style-type: none"> • Demarcate sentences using capital letters • Demarcate sentences using full stops • Use spacing between words • Form lower-case letters, capital letters and digits correctly • Use capital letters for names of people, places, days of the week and I • Use the conjunction 'and' to join words • Use the names of people, places and things 	

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Being a mathematician



Number and place value (10)

- Count to and across **ten**, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to **10** 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 (fewer), most, least.

Addition and Subtraction

- 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 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems



Geometry – properties of shape

- 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].



Number and place value (20)

- Count to and across **twenty**, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to **20** 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 (fewer), most, least.

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<p>Being a scientist</p> 	<p>What is my hat made of?</p> <ul style="list-style-type: none">• Identifying and naming a variety of materials including paper, glass, fabric, wood, metal and brick. Sorting materials based on their properties and describing these properties (hard, soft, flexible, water proof) <p>WORKING SCIENTIFICALLY:</p> <ul style="list-style-type: none">• observing closely, using simple equipment• performing simple tests• identifying and classifying	
<p>Being a historian</p> 	<p>Who helps who?</p> <ul style="list-style-type: none">• Awareness of past• Know where people and events they study fit in chronological framework• Similarities and differences between different periods• Wide vocabulary of historical terms• Ask and answer questions• Understand how we find out about past• Identify different ways it is represented• Significant historical events people and place in locality	

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<p>Being a geographer</p> 		
<p>Being a philosopher</p> 	<p>Who is a Christian and what do they believe? LINK TO PSHE- BEING ME IN MY WORLD</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). 	<p>What does it mean to belong to a faith community? LINK TO PSHE- CELEBRATING DIFFERENCES</p> <ul style="list-style-type: none"> • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2)

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RELIGIOUS FESTIVALS	HARVEST DAY: How and why do we celebrate special and sacred times? <ul style="list-style-type: none"> • Identify some ways Christians celebrate Harvest and some ways a festival is celebrated (A1). • Re-tell stories connected with Harvest and a festival and say why these are important to believers (A2). 	CHRISTMAS DAY/ WEEK: How and why do we celebrate special and sacred times? <ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas and some ways a festival is celebrated (A1). • Re-tell stories connected with Christmas and say why these are important to believers (A2).
PSHE (Personal, Social, Health Education)	Being me in my world <ul style="list-style-type: none"> • I understand the rights and responsibilities as a member of my class. • I know my views are valued and can contribute to the Learning Charter. • I can recognise the choices I make and understand the consequences • I understand my rights and responsibilities within our Learning Charter. 	Celebrating Differences <ul style="list-style-type: none"> • I can talk about one thing that makes me different from my friends • I understand these differences make us special and unique.

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Being an artist



What do artists do?

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

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<p>Being an engineer (Design Technology)</p> 	<p><u>What is my hat made of?</u></p> <ul style="list-style-type: none"> • Design purposeful, functional appealing products for themselves and other users based on design criteria • Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing) • Build structures, exploring how can they can be made stronger, stiffer and more stable • Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to characteristics 	
<p>Music</p> 		
<p>PE</p> 	<p>Football (Team game)</p> <ul style="list-style-type: none"> • master basic movements including running, jumping and throwing as well as developing balance, agility and co-ordination. • participate in team games, developing simple tactics for attacking and defending 	<p>Dance (induvial)</p> <ul style="list-style-type: none"> • master basic movements including running and jumping, as well as developing balance, agility and co-ordination, • perform dances using simple movement patterns.

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	<p>Skills Learnt-</p> <ul style="list-style-type: none"> • To stop the ball with their feet on demand and be able to turn to face a certain direction. • To be able to change direction quickly with the ball using different parts of their feet to dribble (inside, outside, sole) • To pass the ball accurately with the correct technique (inside of their foot), in order to reach a target. • To understand and demonstrate where to aim for when shooting at a goal and to describe why this technique is best. • To develop defending techniques including tackling. • To participate in a competitive environment within a game scenario. 	
Computing	<p>Ongoing: Recognise common uses of information technology beyond school (SMSC)</p> <p>Debugging/ Logical Reasoning- carried out across the curriculum</p>	<p>Ongoing: Recognise common uses of information technology beyond school (SMSC)</p> <p>Debugging/ Logical Reasoning- carried out across the curriculum</p> <p>Taught skills: iPads</p> <ul style="list-style-type: none"> • to turn on device/ know features of the device and how they work • select and use apps • take, view & delete photographs

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		<ul style="list-style-type: none">• record, view & delete videos and sound recordings• set up albums to store related content- moving photos/videos/sound recordings into folders• drag, move, drop objects/images• use keyboard to type• adult-modelled research using safe/age appropriate search engines• debug– identify what the problem is and why it happened• logical reasoning to problem-solve - What can we do? How can we correct the problem/issue?
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Online Safety	<ul style="list-style-type: none">• use technology safely and respectfully• keeping personal information private• identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	
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