



## Year 1 Curriculum Coverage Terms 3 & 4

	Term 3	Term 4
<p><b>Being a reader</b></p> 	<p><b>Level 10 and 11</b></p> <ul style="list-style-type: none"> <li>• Move through text attending to meaning, print and sentence structure flexibly</li> <li>• Self-correct more rapidly on the run</li> <li>• Solve new words using print information along with attention to meaning</li> <li>• Re-read to enhance phrasing and clarify precise meaning</li> <li>• Identify constituent parts of unfamiliar two-syllable words to read quickly</li> <li>• Manage a greater variety of text types</li> <li>• Discuss content of the text in a manner which indicates precise understanding</li> </ul> <p><b>Level 12, 13 and 14</b></p> <ul style="list-style-type: none"> <li>• Read fluently with attention to punctuation</li> <li>• Solve new words using print detail while attending to meaning and syntax</li> <li>• Track visually additional lines of print without difficulty</li> <li>• Manage effectively a growing variety of texts including non-fiction</li> <li>• Discuss and interpret character and plot more fully</li> <li>• Use contents page and glossary in non-Fiction books and locate information</li> </ul>	
<p><b>Being an author-writer</b></p> 	<ul style="list-style-type: none"> <li>• Write sequences of linked sentences to form narratives and non-fiction that others can understand</li> <li>• Generally, use verb/tense e.g. we were not we was and subject /verb e.g. the trees are not the trees is agreement</li> <li>• Begin to use question marks and exclamation marks</li> <li>• Use the conjunction 'and' to join simple sentences forming compound sentences</li> <li>• Describe character and setting using: noun, adjectives, verbs, story language from known stories</li> </ul>	

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### Being a mathematician



#### 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 **20**. 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.

#### Number and place value

- Count to and across **fifty**, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to **50** 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.
- Count in multiples of twos, fives and tens.




#### Measures – length & height

- Measure and begin to record lengths and heights
- Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short].


#### Measures – mass/weight & capacity/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].



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<b>Being a scientist</b> 	<b>How does my city change?</b> <ul style="list-style-type: none"><li>• Observe changes across the 4 seasons</li><li>• Observe and describe weather associated with the 4 seasons and how the length of day varies.</li><li>• using their observations and ideas to suggest answers to questions</li><li>• gathering and recording data to help in answering questions</li></ul>	
<b>Being a historian</b> 		
<b>Being a geographer</b> 		<b>Where is my city?</b> <ul style="list-style-type: none"><li>• Develop knowledge about world, UK and locality.</li><li>• Use geographical skills</li><li>• Understand geographical similarities and differences</li><li>• Use fieldwork and observation skills</li><li>• Use aerial photos and plans to recognise landmarks</li></ul>



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<p><b>Being a philosopher</b></p> 	<p><b>1.5 What makes some places sacred?</b></p> <p><b>LINK TO ENQUIRY-WHERE IS MY CITY?</b></p> <p><i>This could be a RE week or fit into a cross curricular unit of study.</i></p> <ul style="list-style-type: none"> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li> <li>• Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).</li> <li>• Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</li> </ul>	
<p><b>RELIGIOUS FESTIVALS</b></p>		<p><b>EASTER/ PENTECOST DAY/WEEK:</b></p> <p><b>How and why do we celebrate special and sacred times?</b></p> <ul style="list-style-type: none"> <li>• Identify some ways Christians celebrate Easter/ Pentecost and some ways a festival is celebrated (A1).</li> <li>• Re-tell stories connected with Easter/ Pentecost and say why these are important to believers (A2).</li> </ul>
<p><b>PSHE (Personal, Social, Health Education)</b></p>	<p><b>Dreams and goals</b></p> <ul style="list-style-type: none"> <li>• I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</li> <li>• I know how to store the feelings of success in my internal treasure chest</li> <li>• I can tell you about what.</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</li> <li>• I can recognise how being healthy helps me to feel happy.</li> </ul>

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<p><b>Being an artist</b></p> 	<p><u><b>How does my city change?</b></u></p> <ul style="list-style-type: none"><li>• use a range of materials creatively to design and make products</li><li>• use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>• develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• learn 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.</li></ul>	
<p><b>Being an engineer (Design Technology)</b></p> 		<p><u><b>How do we move around?</b></u></p> <ul style="list-style-type: none"><li>• Design purposeful, functional appealing products for themselves and other users based on design criteria</li><li>• Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)</li><li>• Evaluate and explore a range of existing products</li></ul>

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<b>Music</b> 		
<b>PE</b> 	<p style="text-align: center;"><b>Gymnastics (individual)</b></p> <ul style="list-style-type: none"> <li>• master basic movements including running and jumping, as well as developing balance and co-ordination</li> </ul>	<p style="text-align: center;"><b>Tennis (Individual and team)</b></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.</li> </ul>
<b>Computing</b>	<p><b>Ongoing:</b> Recognise common uses of information technology beyond school (SMSC)</p> <p>Debugging/ Logical Reasoning- carried out across the curriculum</p> <p><b>Programming Day- Bee-bots/ Pro-bots:</b></p> <ul style="list-style-type: none"> <li>• Understand the term sequence (a particular order in which related things follow each other), Algorithm (step by step instructions e.g. recipe)</li> <li>• Use a given algorithms/instructions – with given outcome</li> <li>• Use given algorithms/instructions – with problems (wrong direction/turning when shouldn't)</li> <li>• Debug given algorithm/instructions – identify what the problem is and why it happened</li> <li>• Use logical reasoning to problem solve - <a href="#">What can we do?</a> <a href="#">How can we correct the problem/issue?</a></li> </ul>	<p><b>Ongoing:</b> Recognise common uses of information technology beyond school (SMSC)</p> <p>Debugging/ Logical Reasoning- carried out across the curriculum</p>

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<b>Online Safety</b>	<b>SAFER INTERNET DAY</b> <ul style="list-style-type: none"><li>• Use technology safely and respectfully</li><li>• Keeping personal information private</li><li>• Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li></ul>	<ul style="list-style-type: none"><li>• Use technology safely and respectfully</li><li>• Keeping personal information private</li><li>• Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li></ul>
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