


## Year 1 Curriculum Coverage Terms 5 & 6

	Term 5	Term 6
<p><b>Being a reader</b></p> 	<p><b>Level 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>Levels 15 and 16</b></p> <ul style="list-style-type: none"> <li>• Get started on fiction after briefer introductions and without relying heavily on illustrations</li> <li>• Examine non-fiction layout and use in the contents page to select which sections of a book to read</li> <li>• Read longer phrases and more complex sentences</li> <li>• Blend phonemes in unfamiliar words more fluently, cross-checking with meaning and syntax</li> <li>• Attend to a greater range of punctuation and text layout</li> <li>• Search for and use familiar syllables</li> <li>• Infer meaning from text</li> <li>• Check information in text with illustrations particularly in non-fiction, and comment on content</li> <li>• Begin to use appropriate terminology when discussing different types of text</li> </ul> <p><b>Levels 17 and 18</b></p> <ul style="list-style-type: none"> <li>• Extract meaning from the text while reading with less dependence on illustrations</li> <li>• Approach different genres with increasing flexibility</li> <li>• Use punctuation and text layout to read with a greater range of expression and control</li> <li>• Sustain reading through longer sentence structures and paragraphs</li> <li>• Tackle a higher ratio of more complex words using known vocabulary, phonic knowledge and syllables</li> <li>• Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries</li> </ul>	

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### Being an author-writer



- Use some narrative language feature e.g. adjectives /story language borrowed from the original text - genre specific language features
- Use some non-fiction language feature e.g. imperative verbs for instructions – genre specific language features
- Use main narrative and non-fiction organisational features
- Can spell compound words and the Y1 common exception words
- Can spell verbs ending in -ing, -ed and -er
- Can spell words containing the range of Y1 phonemes?
- Can spell adjectives ending in -er and -est
- Can spell words using the prefix -un
- Can spell plural nouns by adding -s and -es
- Begin to use diagonal and horizontal strokes needed to join appropriate letters e.g. linked to school's programme

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## Being a mathematician



### Multiplication and Division

- 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.
- Count in multiples of twos, fives and tens (PV).

### 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.

### Measures

- Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half 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.

### Number and Place Value (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 (fewer), most, least.


### Measures - money

Recognise and know the value of different denominations of coins and notes




### Measures - time

- Compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]
- Measure and being to record time (hours, minutes, seconds).
- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].


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		<ul style="list-style-type: none"> <li>• Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>•</li> </ul>
<p><b>Being a scientist</b></p> 	<p><b>What grows in my city?</b></p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</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> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<p><b>What am I?</b></p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>

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<p><b>Being a historian</b></p> 	<p><b>How do I play?</b></p> <ul style="list-style-type: none"> <li>• Awareness of past</li> <li>• Wide vocab of historical terms</li> <li>• Ask and answer questions</li> <li>• Understand some ways to find out about past</li> <li>• Changes within living memory</li> </ul>	
<p><b>Being a geographer</b></p> 	<p><b>How do we move around?</b></p> <ul style="list-style-type: none"> <li>• Use geographical skills and observational fieldwork and observation skills to study geography of school key human and physical features of locality</li> </ul> <p><b>How does my city change?</b></p> <ul style="list-style-type: none"> <li>• Use geographical skills and observations</li> </ul> <p>Seasonal and daily weather patterns in UK and world</p>	
<p><b>Being a philosopher</b></p> 	<p><b>Who is a Christian and what do they believe?</b> <b>LINK TO PSHE- BEING ME IN MY WORLD</b></p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>	<p><b>What does it mean to belong to a faith community?</b> <b>LINK TO PSHE- CELEBRATING DIFFERENCES</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>• Identify two ways people show they belong to each other when they get married (A1).</li> <li>• Respond to examples of co-operation between different people (C2)</li> </ul>

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<b>RELIGIOUS FESTIVALS</b>		<b>EID DAY/ WEEK:</b> <b>How and why do we celebrate special and sacred times?</b> <ul style="list-style-type: none"> <li>Identify some ways Christians celebrate Eid and some ways a festival is celebrated (A1).</li> <li>Re-tell stories connected with Eid and say why these are important to believers (A2).</li> </ul>
<b>PSHE (Personal, Social, Health Education)</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>I can tell you why I appreciate someone who is special to me and express how I feel about them.</li> <li></li> </ul>	<b>Changing me</b> <ul style="list-style-type: none"> <li>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</li> </ul> I respect my body and understand which parts are private.
<b>Being an artist</b>  	<p style="text-align: center;"><u><b>What grows in my city?</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>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 style="text-align: center;"><u><b>Y1 What might I do in the future?</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></li> </ul>

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### Being an engineer (Design Technology)





#### What grows in my City?

- Understand where food comes from
- Select and use a range of tools and equipment to perform practical tasks

#### Y1 What might I do in the future?

- Select and use a range of tools and equipment to perform practical tasks
- Explore and evaluate a range of existing products

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<b>Music</b> 		
<b>PE</b> 	<p style="text-align: center;"><b>Athletics (individual)</b></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping and throwing as well as developing balance, agility and co-ordination.</li> </ul>	<p style="text-align: center;"><b>Cricket (team)</b></p> <ul style="list-style-type: none"> <li>• participate in team games,</li> <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>Taught skills: laptops</b></p> <ul style="list-style-type: none"> <li>• to turn on device</li> <li>• identify parts of the device and what they are for and how to use them.</li> <li>• select and use programs/software</li> <li>• store, save, view &amp; delete photographs/videos/sound recordings/documents</li> <li>• minimise and expand images</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> <p><b>Apply skills:</b> Make transition document for Year 2 teacher containing photograph and typed name.</p>



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	<ul style="list-style-type: none"><li>• drag, move, drop objects/images</li><li>• use keyboard to type</li><li>• write sentences using a word processing program, using index fingers on a keyboard, spaces between words, return/ enter to start a new line and backspace to delete as they go, using shift and caps lock for capitals and changing the font style, size and colour.</li><li>• add content to a page by selecting from an image and word bank</li><li>• save their work.</li><li>• adult-modelled research using safe/age appropriate search engines</li><li>• debug – 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><li>• turn off device</li></ul>	
<b>Online Safety</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>