Horn Park Primary School
Year Group 1
Curriculum Overview 2018/ 2019

English Skills Overview

Reading - word reading
Pupils should be taught to:
- 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.

Reading- comprehension
Pupils should be taught to:
- 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.

Handwriting
Pupils should be taught to:
- 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.

Writing-transcription
Pupils should be taught to:
- 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 English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Composition
Pupils should be taught to:
- 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.

Writing – vocabulary, grammar and punctuation
Pupils should be taught to:
- develop their understanding of the concepts set out in English Appendix 2 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 English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Maths Skills Overview			
Number- number and place value Pupils should be taught to: ▪ 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; count in multiples of twos, fives and tens ▪ 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 ▪ read and write numbers from 1 to 20 in numerals and words.	**Number- addition and subtraction** Pupils should be taught to: ▪ 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 such as 7 = – 9.	**Number- multiplication and division** Pupils should be taught to: ▪ 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.	**Measurement** Pupils should be taught to: ▪ 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] ▪ time [for example, quicker, slower, earlier, later] ▪ measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds) ▪ recognise and know the value of different denominations of coins and notes ▪ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] ▪ recognise and use language relating to dates, including days of the week, weeks, months and years ▪ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
Number- fractions Pupils should be taught to: ▪ 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.	**Geometry- properties of shapes** Pupils should be taught to: ▪ 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].	**Geometry- position and direction** Pupils should be taught to: ▪ describe position, direction and movement, including whole, half, quarter and three-quarter turns.	

Subject	Autumn 1 Whole School Focus:	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PHSE	**PHSCE Core Values** Responsibility, Freedom/Tolerence	**PHSCE Core Values** Respect, Forgiveness	**PHSCE Core Values** Perseverance and Co-operation	**PHSCE Core Values** Kindness and Unity	**PHSCE Core Values** Trust	**PHSCE Core Values** Resilience and Honesty
Science	**Plants** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees **Seasonal Changes (throughout the year)** • Observe changes across the four seasons • Observe and describe the weather associated with the seasons and how the day length varies	**Plants** • identify and describe the basic structure of a variety of common flowering plants, including trees.	**Animals Including Humans** • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores	**Animals Including Humans** • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Everyday Materials- sorting and classifying** • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	**Everyday Materials- investigating materials** • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties.
Computing	**Key Skills** ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ 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.	**How is technology used in the world?** ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school ▪ 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.	**Book creator – Internet Safety** ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ 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.	**Key skills – Leaflet – types of weather** ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ 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.	**Beebots** ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs	**Purple Mash – Coding** ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs
Design and technology	**When designing and making, pupils should be taught to:** **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information			**Cooking and Nutrition** use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. **When designing and making, pupils should be taught to:** **Design** design purposeful, functional,	**When designing and making, pupils should be taught to:** **Design** design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate,	

	and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria **Technical knowledge** build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.			appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria **Technical knowledge** build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	information and communication technology **Make** select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** explore and evaluate a range of existing products evaluate their ideas and products against design criteria **Technical knowledge** build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	
History		**Guy Fawkes/ Bonfire Night** *Events beyond living memory that are significant nationally or globally* *-When did Guy Fawkes live?* *-Why was Guy Fakes there?* *-Why were people unhappy ?* *-When Guy Fawkes was around?* *-What were people's views and attitudes like in the past?*			**Toys Through Time** *Changes within Living Memory* *-When was this made; how do you know? (Toys: Old or new?)* *-What differences can we find between our grandparents toys and our toys?*	**Cutty Sark/ Victorians** *Significant historical events, people and places in their own locality* *-Why was the Cutty Sark important for Victorian England?* *-How was Victorian Life different to ours?* *-How is the way tea transported different not to in the Victorian times?*

		-*Guy Fawkes: Was Guy Fakes a Villain? Using different pictures /information about <u>Guy Fakes</u>- - Why do pictures differ?* -Writing sentences to describe what they see in pictures and how they are different (beginning to think about why they are different). .			-*How have the toys we play with changed? (toys we no longer play with)* -*Matching people to toys* -*Why do adults disagree on their favourite childhood toy?* -*How do we know teddy is old?* -Write about how toys have changed over time and why.	-*Was the Cutty Sark the best ship at the time?* -Respond to the statement – 'Boats are more important now than they were in Victorian times'
Geography	**Our School** *Children to investigate the school and its human and physical geography – creating a map of the school using photos (journey stick)* **use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment*		**Big Wide World** *Children to use simplified maps to name and locate different continents and oceans and begin to learn facts about these places.* ** name and locate the world's seven continents and five oceans* **use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage* **use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;*	**Wonderful Weather** *Children to look at the patterns with weather in the UK and linking back to previous topic look at the location of different Hot and Cold places* ** identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles* ***<u>Vocabulary</u>*** *Season, weather*		
Religious Education	**Belonging – Who Am I?** • In this unit pupils draw on their understanding of what it means to belong, and then relate it to how children are given a sense of belonging in four religions: Christianity, Islam, Hinduism and Sikhism. • Pupils investigate how children are welcomed into different religions. • They think about how people show they belong and what is special for them about belonging.	**Christianity: Jesus' birth and Christmas** • Recognise features of religious life in practice Recognise some religious symbols and words • Identify aspects of own experience and feelings in religious studies • Identify things they find interesting in religious studies • Identify what is of value and concern to themselves in religious studies	**Christianity: Jesus the Teacher** • Recognise features of religious life in practice • Recognise some religious symbols and words • Identify aspects of own experience and feelings in religious studies • Identify things they find interesting in religious studies • Identify what is of value and concern to themselves in religious studies	**Judaism: Shabbat – a rest day** • Recognise features of religious life in practice • Recognise some religious symbols and words • Identify aspects of own experience and feelings in religious studies • Identify things they find interesting in religious studies • Identify what is of value and concern to themselves in religious studies	**Judaism: Festivals in the Jewish Year** • Recognise features of religious life in practice • Recognise some religious symbols and words • Identify aspects of own experience and feelings in religious studies • Identify things they find interesting in religious studies • Identify what is of value and concern to themselves in religious studies	**Islam: Prophet Muhammad (pbuh)** • Recognise features of religious life in practice • Recognise some religious symbols and words • Identify aspects of own experience and feelings in religious studies • Identify things they find interesting in religious studies • Identify what is of value and concern to themselves in religious studies

Art and Design		**Pupils should be taught:** • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	**Pupils should be taught:** • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space			**Pupils should be taught:** • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to 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
Music	**Pupils should be taught to:** • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.		**Pupils should be taught to:** • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.		**Pupils should be taught to:** • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.	
Physical Education	**Fundamental Movement Skills:** Children develop the ability to demonstrate fundamental movement skills with increasing confidence. Fundamental Skills to be demonstrated include: running, jumping, throwing catching, skipping, hoping, striking, hitting, agility, Balance and coordination.	**Gymnastics – basic shapes and sequences:** Begin to explore the key shapes in gymnastics and demonstrate these with control, balance and tension.	**Health and Fitness** Developing knowledge and skills to apply to activities in order lead a healthy and active lifestyle	**Invasion Games** Children are developing the ability to throw and catch as individuals and in pairs or groups. Demonstrating values needed to participate effectively as part of a team.	**Striking Games** Children are developing the ability to strike the ball with consistency. And are introduced to different pieces of equipment used to strike the ball.	**Athletics- running, throwing and jumping** Children participate in a range of athletic events gaining knowledge of the correct techniques and continuously developing fundamental movement skills through sprinting, jumping and throwing events.