

Year 1 Curriculum Plan

Term	Autumn		Spring		Summer	
	One	Two	Three	Four	Five	Six
Literacy	<p>Reading</p> <ul style="list-style-type: none"> Match graphemes for all phonemes. Read accurately by blending sounds. Read words with very common suffixes. Read contractions and understand purpose. Read phonics books aloud. Link reading to own experiences. Join in with predictable phrases. Discuss significance of title and events. Make simple predictions. 	<p>Writing</p> <ul style="list-style-type: none"> Name letters of the alphabet. Spell very common exception words. Spell days of the week. Use very common prefixes and suffixes. Form lower case letters correctly. Form capital letters and digits. Compose sentences orally before writing. Read own writing to peers and teachers. 	<p>Grammar</p> <ul style="list-style-type: none"> Leave spaces between words. Begin to use basic punctuation: . ? ! Use capital letters for proper nouns. Use common plural and verb suffixes. 	<p>Oracy and Spoken Word.</p> <ul style="list-style-type: none"> Listen and respond appropriately. Ask relevant questions. Maintain attention and participate. 		
Ongoing	Reading for pleasure, decoding and comprehension.					
Maths	<p>Number</p> <p>count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p> <p>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</p> <p>read and write numbers from 1 to 20 in numerals and words.</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial</p>		<p>Measures/Geometry</p> <p>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]</p> <p>measure and begin to record the following: lengths and heights. mass/weight . capacity and volume; time (hours, minutes, seconds).</p> <p>recognise and know the value of different denominations of coins and notes.</p> <p>sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years.</p>		<p>Fractions</p> <p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	

	representations, and missing number problems. 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.	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Geometry: 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]. describe position, direction and movement, including whole, half, quarter and three-quarter turns.				
Ongoing	Practise methods of calculation, recall multiplication tables and use agreed methods for mental calculation.					
RE	Following the agreed scheme of Catholic teaching 'The Way, The Truth and The Life'					
	God's Great Plan	Mary Our Mother	Families and Celebrations.	Following Jesus	Ressurrection	Miracles
	What's the weather like today? Seasonal Change — ongoing Learning Unit Y1/2					
Connected Curriculum Unit	Why do we play with different toys as we grow older? (History & Science)	Hello, I am new here; Bonjour, je suis nouveau ici (Geography and Science)	What can we learn about our world from stories?(including Wales, Scotland and Ireland) (D&T & Science)	Starry Night* (Arts)	Why is water so precious? (Science)	Where will we go for a great day out? Our Great Exhibition (History, Geography)
Science	Following agreed Kent Scheme of work for the New Curriculum.					
Science (connected curriculum)	Everyday Materials	Seasonal changes	Everyday Materials-sorting and identifying properties Seasonal change	Animals including Humans	Animals including Humans Seasonal Changes Significant Individuals: Biography in a Bag - Dr John Snow 1854, Joseph Bazalgette 1858 London	Plants
Computing	1.1 we are treasure hunters	1.6 we are celebrating	1.5 we are story tellers	1.4 we are collectors	1.3 we are painters	2.1 we are astronauts
Humanities	History: Childhood and technological change,	Geography: Key human and physical features of its	Geography: Find and locate the countries and capitals			History: Education, railway journeys, The Great

	toys and games. Sig Indiv: Biography in a Bag -Ole Kirk Christiansen and LEGO	environment. Comparison with Morocco, Marrakesh - features and climate	on world map, globe and Google Earth			Exhibition Sig Indivs: Thomas Edison, Elizabeth Fry, Isambard Brunel, Richard Branson Geography: Routes and London
DT/Art			DT: Design, make, evaluate – Textiles & Card	Art: Line drawing Colour mixing blue and yellow Colour mixing - tones Van Gogh		
Music	Sing songs. Play tuned and untuned instruments musically.		Play tuned and untuned instruments musically. Listen and understand live and recorded music.		Listen and understand live and recorded music. Make and combine sounds musically.	
PSHE/SEAL	New Beginnings	Getting on and falling out	Say no to bullying	Going for goals	Good to be me	Transition
PE	Master basic movement: running, jumping, throwing, catching, balance, agility and co-ordination.		Participate in team games.		Perform dances using simple movements.	
MFL	Teaching of MFL not required at KS1.					