



Year 1 Curriculum

	Autumn	Spring	Summer
<b>R.E. (Come &amp; See)</b>	<b>DOMESTIC CHURCH – FAMILIES:</b> God’s love and care for every family	<b>LOCAL CHURCH - SPECIAL PEOPLE:</b> People in the parish family	<b>PENTECOST – HOLIDAYS AND HOLY DAYS:</b> Pentecost: feast of the Holy Spirit
	<b>BAPTISM/CONFIRMATION – BELONGING:</b> Baptism: an invitation to belong to God’s family	<b>EUCCHARIST – MEALS:</b> Mass, Jesus’ special meal	<b>RECONCILIATION/ANOINTING OF THE SICK – BEING SORRY:</b> God helps us to choose well
	<b>ADVENT/CHRISTMAS – WAITING:</b> Advent: a time to look forward to Christmas	<b>LENT/EASTER – CHANGE:</b> Lent: a time for change	<b>UNIVERSAL CHURCH – NEIGHBOURS:</b> Neighbours share God’s world
	<b>JUDAISM - Abraham and Moses</b>	<b>ISLAM - Muhammad</b>	<b>HINDUISM – Krishna and Ganesh Raksha Bandan</b>

	Aut 1	Aut 2	Spr 1	Spr 2	Su 1	Su 2
<b>PSHE</b>	<b>How do we decide how to behave?</b> Class rules; respecting others’ needs; behaviour; listening; feelings and bodies can be hurt H3, H5 <i>Repeated as necessary throughout the year</i> , H8, H15, R6, R11, L1, L2, L4,	<b>How can we be a good friend?</b> Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback R3, R4, R12, R13, L8, L9	<b>How do we keep safe?</b> Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help H6, H7, H11, H12, H10, R9, L10		<b>How do we feel?</b> Different kinds of feelings; strategies to manage feelings; change and loss H4, H13, R1, R3	<b>What makes us special?</b> Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities R5, R8, R9, L10

	National Curriculum Objectives	Aut 1	Aut 2	Spr 1	Spr 2	Su 1	Su 2
<b>English</b>  Spoken Language	listen and respond appropriately to adults and their peers	X	X	X	X	X	X
	ask relevant questions to extend their understanding and knowledge	X	X	X	X	X	X
	use relevant strategies to build their vocabulary	X	X	X	X	X	X
	articulate and justify answers, arguments and opinions	X	X	X	X	X	X
	give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings	X	X	X	X	X	X
	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	X	X	X	X	X	X
	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	X	X	X	X	X	X
	speak audibly and fluently with an increasing command of Standard English				X	X	X
	participate in discussions, presentations, performances, role play, improvisations and debates	X	X	X	X	X	X
	gain, maintain and monitor the interest of the listener(s)	X	X	X	X	X	X
	consider and evaluate different viewpoints, attending to and building on the contributions of others			X	X	X	X
select and use appropriate registers for effective communication.	X	X	X	X	X	X	
Word Reading	apply phonic knowledge and skills as the route to decode words	X	X	X	X	X	X
	respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	X	X	X	X	X	X

	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	X	X	X	X	X	X
	read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	X	X	X	X	X	X
	read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	X	X	X	X	X	X
	read other words of more than one syllable that contain taught GPCs	X	X	X	X	X	X
	read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	X	X	X	X	X	X
	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	X	X	X	X	X	X
	re-read these books to build up their fluency and confidence in word reading.	X	X	X	X	X	X
Reading Comprehension	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	X	X	X	X	X	X
	being encouraged to link what they read or hear read to their own experiences	X	X	X	X	X	X
	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	X	X	X	X	X	X
	recognising and joining in with predictable phrases	X	X	X	X	X	X
	learning to appreciate rhymes and poems, and to recite some by heart	X	X	X	X	X	X
	discussing word meanings, linking new meanings to those already known	X	X	X	X	X	X
	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	X	X	X	X	X	X
	checking that the text makes sense to them as they read and correcting inaccurate reading	X	X	X	X	X	X
	discussing the significance of the title and events	X	X	X	X	X	X
	making inferences on the basis of what is being said and done	X	X	X	X	X	X
	predicting what might happen on the basis of what has been read so far	X	X	X	X	X	X
	participate in discussion about what is read to them, taking turns and listening to what others say	X	X	X	X	X	X
explain clearly their understanding of what is read to them.	X	X	X	X	X	X	
Writing Transcription	spell:						
	words containing each of the 40+ phonemes already taught	X	X	X	X	X	X
	common exception words			X	X	X	X
	the days of the week					X	X
	name the letters of the alphabet:						
	naming the letters of the alphabet in order			X	X	X	X

	using letter names to distinguish between alternative spellings of the same sound			X	X	X	X
	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					X	X
	using the prefix un–					X	X
	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]				X	X	X
	apply simple spelling rules and guidance, as listed in English Appendix 1			X	X	X	X
	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.			X	X	X	X
Handwriting	sit correctly at a table, holding a pencil comfortably and correctly	X	X	X	X	X	X
	begin to form lower-case letters in the correct direction, starting and finishing in the right place	X	X	X	X	X	X
	form capital letters	X	X	X	X	X	X
	form digits 0-9	X	X	X	X	X	X
	understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.	X	X	X	X	X	X
Writing Composition	write sentences by:						
	saying out loud what they are going to write about	X	X	X	X	X	X
	composing a sentence orally before writing it	X	X	X	X	X	X
	sequencing sentences to form short narratives			X	X	X	X
	re-reading what they have written to check that it makes sense	X	X	X	X	X	X
	discuss what they have written with the teacher or other pupils	X	X	X	X	X	X
	read aloud their writing clearly enough to be heard by their peers and the teacher.			X	X	X	X
Vocabulary, Grammar & Punctuation	develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:						
	leaving spaces between words	X	X	X	X	X	X
	joining words and joining clauses using and			X	X	X	X
	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark			X	X	X	X
	using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’					X	X
	learning the grammar for year 1 in English Appendix 2			X	X	X	X
	use the grammatical terminology in English Appendix 2 in discussing their writing.				X	X	X
<b>Mathematics</b>	count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	X	X		X	X	

Number & Place Value	count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	X	X		X	X	
	given a number, identify one more and one less	X	X		X	X	
	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	X	X		X	X	
	read and write numbers from 1 to 20 in numerals and words	X	X		X	X	
Addition & Subtraction	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	X	X	X	X	X	
	represent and use number bonds and related subtraction facts within 20	X	X	X	X	X	
	add and subtract one-digit and two-digit numbers to 20, including zero	X	X	X	X	X	
	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$	X	X	X	X	X	
Multiplication & 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				X	X	
Fractions	recognise, find and name a half as one of two equal parts of an object, shape or quantity					X	
	recognise, find and name a quarter as one of four equal parts of an object, shape or quantity					X	
Measurement	compare, describe and solve practical problems for:						
	lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]			X			
	mass/weight [for example, heavy/light, heavier than, lighter than]					X	
	capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]					X	
	time [for example, quicker, slower, earlier, later]					X	
	measure and begin to record the following:					X	
	lengths and heights					X	
	mass/weight					X	
	capacity and volume					X	
	time (hours, minutes, seconds)					X	
	recognise and know the value of different denominations of coins and notes					X	
	sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]					X	
	recognise and use language relating to dates, including days of the week, weeks, months and years					X	
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times					X		
Geometry: Properties of Shapes	recognise and name common 2-D and 3-D shapes, including:			X			
	2-D shapes [for example, rectangles (including squares), circles and triangles]			X			
	3-D shapes [for example, cuboids (including cubes), pyramids and spheres]			X			

Geometry: Position & Direction	describe position, direction and movement, including whole, half, quarter and three-quarter turns		X			X	
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	National Curriculum objectives	Term 1	Term 2	Term 3
		Pirates	A Day in the Life	The Circus is Coming to Town
<b>Art</b>	To use a range of materials creatively to design and make products:	X	X	X
	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		X	X
	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	X	X	X
	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.		X	X
<b>Geography</b>	Name and locate the world's seven continents and five oceans	X		
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	X		
	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	X		
	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	X		
	Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	X		
	Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	X	X	
	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	X		
	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	X		
	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	X	X	
	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.	X	X	
<b>Hi Story</b>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life			
	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]			
	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	X	X	
	Significant historical events, people and places in their own locality		X	
<b>Music</b>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	X	X	
	Play tuned and untuned instruments musically		X	
	Listen with concentration and understanding to a range of high-quality live and recorded music	X	X	X
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.		X	X
<b>D&amp;T</b>	Design purposeful, functional, appealing products for themselves and other users based on design criteria	X	X	X
	Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	X	X	X
	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	X		X
	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	X	X	X
	Explore and evaluate a range of existing products			X

	Evaluate their ideas and products against design criteria	X		X
	Build structures, exploring how they can be made stronger, stiffer and more stable	X	X	
	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	X		
	Use the basic principles of a healthy and varied diet to prepare dishes			X
	Understand where food comes from.			X
<b>Computing</b>	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (BEBOTS)	X		
	Create and debug simple programs	X		
	Use logical reasoning to predict the behaviour of simple programs	X		
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content		X	X
	Recognise common uses of information technology beyond school		X	X
	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.			X
<b>PE</b>	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	X		X
	Participate in team games, developing simple tactics for attacking and defending	X		X
	Perform dances using simple movement patterns	X		

<b>Science (Ipc)</b>		Term 1	Term 2		Term 3	
		The Earth Our Home	What Is It Made Of?	Super Humans	Green Fingers	Animals
Plants	identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	X			X	
	identify and describe the basic structure of a variety of common flowering plants, including trees.				X	
	observe and describe how seeds and bulbs grow into mature plants	X			X	
	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	X			X	
Animals, including humans	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals					X
	identify and name a variety of common animals that are carnivores, herbivores and omnivores					X
	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	X				X
	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense			X		
	notice that animals, including humans, have offspring which grow into adults					
	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)			X		X
	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.			X		
Everyday materials	distinguish between an object and the material from which it is made		X			
	identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock		X			
	describe the simple physical properties of a variety of everyday materials		X			
	compare and group together a variety of everyday materials on the basis of their simple physical properties.		X			
	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses		X			
	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		X			
	observe changes across the four seasons	X	X	X	X	
Seasonal changes	observe and describe weather associated with the seasons and how day length varies.	X				

Living things & their habitats	explore and compare the differences between things that are living, dead, and things that have never been alive	X				
	identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	X				
	identify and name a variety of plants and animals in their habitats, including microhabitats	X			X	
	describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	X				