



Yenton Primary School



SUBJECT	YEAR 1 CURRICULUM SKILLS COVERAGE
ENGLISH	<p>Reading</p> <ul style="list-style-type: none"> ▪ 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. <p>Writing</p> <ul style="list-style-type: none"> ▪ 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. ▪ 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’
MATHS	<p>Autumn</p> <p>Number: Place Value Number: Addition and Subtraction Geometry: Shape Number: Place Value Number Addition and Subtraction Mathematics</p> <p>Spring</p> <p>Time Place Value Number: Addition and Subtraction Measure: length and height Number: Multiplication and Division Number: Fractions.</p> <p>Summer</p> <p>Number: Place Value Number: Four operations (+, -, x, ÷) Measurement: Money Measurement: Weight and Volume.</p>

<i>SCIENCE</i>	<p>Working scientifically asking simple questions and answering in different ways</p> <p>Seasonal change, observe changes across the 4 seasons</p> <p>Materials, describe the simple physical properties of a variety of everyday materials</p> <p>Animals. identify and name a variety of common animals, identify, name, draw and label the basic parts of the human body</p> <p>Plants identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>
<i>COMPUTING</i>	<ul style="list-style-type: none"> • keep password private. • can tell you what personal information is. • can tell an adult when I see something unexpected or worrying online. • talk about why it's important to be kind and polite. • recognise an age appropriate website. • agree and follow sensible e-Safety rules. • can give instructions to friend and follow their instructions to move around. • can describe what happens when I press buttons on a robot. • can press the buttons in the correct order to make my robot do what I want. • can describe what actions I will need to do to make something happen and begin to use the word algorithm. • can begin to predict what will happen for a short sequence of instructions. • can begin to use software/apps to create movement and patterns on a screen. • can use the word debug when I correct mistakes when I program. • can talk about the different ways in which information can be shown. • can use technology to collect information, including photos, video and sound. • can sort different kinds of information and present it to others. • can add information to a pictograph and talk to you about what I have found out. • can be creative with different technology tools. • can use technology to create and present my ideas. • can use the keyboard or a word bank on my device to enter text. • can save information in a special place and retrieve it again. • can recognise the ways we use technology in our classroom. • can recognise ways that technology is used in my home and community. • can use links to websites to find information. • can begin to identify some of the benefits of using technology.
<i>HISTORY</i>	<ul style="list-style-type: none"> • Recognise the differences between present and past in my own and other people's lives. • Use everyday terms about the passing of time such as 'a long time ago' and 'before'. • Recount some episodes from historical stories and events such as The Great Fire of London. • Find answers to some simple questions about the past from artefacts, stories, pictures, photographs buildings and digital media. • Recall and describe (orally, pictorially, simple text) parts of stories and events from the past. <p>Use simple historical concepts such as now/ then and same/ different.</p>
<i>GEOGRAPHY</i>	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use a range of simple maps, and use everyday terms about places and locations in the world such as 'near/far' and 'land/sea' • Investigate different places and environments (hot/cold) and weather systems by asking and answering simple geographical questions. • Observe daily weather patterns and Identify some similarities and differences e.g. winter is cold, Summer is hot.
<i>P.E.</i>	<p>Autumn Dance Hand eye co- ordination Spring Gymnastics Multi-skills Summer Net/wall games Striking/Fielding games</p>
<i>MUSIC</i>	<p><u>Autumn</u> Beat /Pitch Exploring sounds <u>Spring</u> Beat/Pitch/Exploring sounds <u>Summer</u> Beat/Pitch/Exploring sounds Sing songs/listen to live and recorded music Play tuned and un-tuned instruments/combine sounds</p>
<i>ART AND</i>	<p>Use a range of materials</p>

<i>DESIGN</i>	<p>Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers</p>
<i>DESIGN AND TECHNOLOGY</i>	<p>work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment • state what products they are designing and making • say whether their products are for themselves or other users • describe what their products are for • say how their products will work • say how they will make their products suitable for their intended users • use simple design criteria to help develop their ideas</p>
<i>R.E.</i>	<p>Cultivating inclusion identity Being thankful Being modest and listening to others Expressing joy Being fair and just Being courageous and confident Remembering roots Being hopeful and visionary Being curious and valuing knowledge Being open, honest and truthful</p>