

## Year 1 Curriculum – The Mead Academy Trust

### Statutory Curriculum:

#### Art and Design

**Use a sketch book as a source of information for basic skills to show:-**

- Mark making using different lines and a range of media
- Investigating making patches of tone
- Exploring texture using different media
- Mixing of primary and secondary colours in different paints
- Exploration of creating patterns and textures with an extended range of materials
- Introduction to mood boards using the work of artists both past and present as a source of inspiration

**Develop creativity and apply skills using a range of art processes to include:-**

- Creating different pictures in a range of media (x3 across the year)
- Simple printing using a range of hard and soft materials
- Using cameras to take photographs to support final pieces of art work

Making a 3D clay tile sculpture showing texture

#### Computing

- **Digital Literacy:** Going places safely; searching safely; keeping personal information private; naming work; understanding email
- **Algorithms:** What is an algorithm; unplugged activities; using programmable toys to follow algorithms
- **Programming:** Developing basic programming skills using visual based programming (Scratch Jr); understand what debugging is
- **Internet, Networks and Digital Content:** What is the internet; saving and storing our work; creating digital content linked to topic based learning, using skills developed throughout the current or previous year.
- **Communication:** Understand the ways we communicate online
- **Extend – Coding Apps:** Develop coding skills using iPad apps
- **Extend – Blocky Games:** Develop computational thinking skills using different problem solving coding games

#### Dance

- Recognise specified beats and rhythms within music, (e.g. 8 count phrasing) by clapping/tapping and marching to a beat
- Replicate a simple movement sequence – inconsistently keeping to the beat or musical phrasing
- Copy and remember set movement patterns demonstrating basic control and co-ordination.
- Movements to include basic actions of:
  - Travelling
  - Balance
  - Stillness
  - Jumping and landing
  - Rotation
  - Turning
  - Gesture
- Describe own work and others work using basic dance specific vocabulary: high, low, fast, slow, body shapes.
- Express what they like about a performance and what they don't like.
- Check own and others work against simple set success criteria.

#### Design and Technology

- Design purposeful products that are appealing to themselves.
- Generate, develop, model and communicate their ideas orally and through drawings, and where appropriate information and communication technology
- 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 cooking materials according to their characteristics
- Explore and evaluate a range of existing products.
- Respond to questions relating to these products.
- Test their made products for durability against the design criteria
- Evaluate their ideas and products against the design criteria
- Reflect on the product made and verbalise the adaptations that could be made
- Using a range of materials to construct structures, exploring and reflecting on their strength and stability
- Understand where food comes from
- Understand the basic principles of a healthy diet and how this affects our bodies

#### English

**Spoken Language:**

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

### **Word reading:**

- Respond speedily by sounding and blending unfamiliar printed words quickly and accurately using phonic knowledge already learnt
- Learn new grapheme/phoneme correspondences and revise and consolidate those learnt earlier
- Read common exception words
- Read words containing the 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 and understand that the apostrophe represents the omitted letters
- Read aloud books that are consistent with their developing phonics knowledge
- Re-read these books to build up their fluency and confidence in word reading

### **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 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 the text makes sense to them as they read and correcting inaccurate reading
  - Discuss 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

### **Writing transcription**

- 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

### **Handwriting**

- 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 composition:**

- 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 children
  - read aloud their writing clearly enough to be heard by their peers and the teacher.

### **Vocabulary, grammar and punctuation**

- Develop an 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
  - using the grammatical terminology in English Appendix 2 in discussing their writing

## **Geography**

- Name and locate the world’s seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Recognise and make observations about human and physical features within the local environment
- Identify seasonal and daily weather patterns in the United Kingdom
- Use basic geographical vocabulary to refer to key physical features:
  - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

- Use basic geographical vocabulary to refer to key human features:
  - city, town, village, factory, farm, house, office, port, harbour and shop
- Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries continents and oceans studied in this key stage
- Use locational and directional language to describe the location of features & routes on a map
- Use simple fieldwork and observational skills to study the geography of the school and grounds
- Use directional language: near and far; left and right

## History

### **British History:**

- **Learn about a change within living memory - Revealing aspects of change in national life**
- **Learn about an event beyond living memory that are significant nationally**
- Learn about the lives of significant individuals who have contributed to national and international achievements
- Understand significant historical events, people and places in their own locality

### **World History:**

- Learn about an event beyond living memory that is significant globally

### **Historical Enquiry:**

- Ask and answer questions about old and new objects
- Pose and answer their own historical questions
- Spot old and new things using a wide variety of sources
- Answer questions using an artefact/ photograph provided
- Give a plausible explanation about what an object was used for in the past
- Find out about a famous person from the past and carry out research about them

## Maths

### **Counting and the Number System:**

- Understand the value of numbers to 10, including 0
- Order, compare and understand all numbers to 10 and work with them fluently and accurately
- Count and write to 20, compare and order numbers and see patterns within 20
- Count to 40 in different ways and write numbers to 40
- Count in 10s and 1s and use number bonds to partition numbers
- Compare numbers to 100 and find number patterns looking at one hundred charts

### **Number facts and calculation:**

- Explore different ways to make numbers up to 10 and create stories from what they have learnt
- Utilise the part-whole diagram and begin to lay the foundations of the inverse of addition
- Begin to make their own addition equation in order to support the deeper understanding of the processes of addition
- Learn that subtraction equations can be done in three ways: by crossing out, by using number bonds and by counting back.
- Continue to use manipulatives and pictorial representations to support their understanding and use vocabulary appropriately
- Learn different ways to add and subtract within 20
- Use number bonds and simple bars to represent word problems
- Put into practice concepts previously taught in number comparison, specifically looking at how many more or how many fewer/less
- Learn the foundations of equal groupings, repeated addition, arrays and doubling and apply this knowledge to solve word problems
- Learn to place items in groups and determine how many groups there will be
- Learn to work out how many objects will go into each group by sharing equally

### **Fractions:**

- Make halves and quarters before moving on to making the connection between fractions and division
- Share equally between a number of groups
- Describe volume using the terms 'half' and 'quarter'

### **Measures:**

- Understand positional language and directional language for left and right
- Recognise and name different types of 2D shapes and some basic 3D shapes
- Group shapes according to different criteria
- Recognise, describe and continue a pattern
- Compare different lengths and describe whether something is taller, longer, shorter or higher.
- Learn about how to measure two items fairly for comparison using items and body parts before moving onto measuring using a ruler
- Tell the time to the hour and half hour
- Use terms such as 'next,' 'before' and 'after'
- Estimate durations of time
- Compare time
- Recognise coins and determine their value using size, colour, markings and shape
- Recognise notes and determine their value using colour and markings
- Compare mass, volume and capacity, using terms such as 'more than' and 'less than'/'heavy/heavier,' 'light/lighter.'
- Find mass, volume and capacity using non-standard units
- Navigate whole turns, half turns, quarter turns and the notion of clockwise and anticlockwise

## Music

### **Singing skills**

- Using voices to sing songs and speak chants and rhymes including simple singing games.

### **Performing skills and knowledge of musical instruments**

- Beginning to recognise simple non-pitched percussion instruments with a developing awareness of how to play a very simple part.

### **Improvising and composing skills**

- Create musical patterns and explore how sounds can be used to create sound pictures.
- (see more)

#### **Listening to music and appraising performances**

- Listening to music and responding emotionally with physical movement and drawing.

#### **Understanding musical notation**

- Children are able to interpret simple signs and symbols which represent sound.

### Physical Education

- Though a range of team and individual games, perform balance, agility co-ordination movements with control
  - **Jump:** 2 feet to 2 feet landing safely (bend knees) star jump, bunny hop, hop on one leg, two foot to 1 and vice versa.
  - **Catch:** large ball (2 handed) accurately thrown from 2m away.
  - **Throw:** underarm accurately over about 2m distance.
  - **Running:** in a straight line, change direction.
  - **Hand-held equipment (e.g. hockey, tennis racket, rounders bat):** hold it correctly and safely
- Compete against self to achieve your personal best
- Say how my body feels before, during and after exercise
- Observe and describe what I and others have performed
- Name some things I am good at

### PSHEE

- Understand not to touch medicines and that substances in the house can be dangerous
- Understand basic hygiene
- Know that as we grow we change
- Explore different types of families and who to ask for help
- Understand the green cross code
- Consider how to keep themselves safe
- Understands that different people do different jobs
- Understand the school community charter and why those statements are important.
- Understand the school rule
- Understand place within the school
- Understand they have a voice within the school/class context

### Religious Education

#### **Wiltshire Syllabus for RE (three focus units per year)**

- Myself: Who am I?
- Talking about God
- What special stories do Jewish people love to remember?

### Science

#### **Scientific Enquiry:**

- With support ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- With support perform simple tests
- With support identify and classify
- With support gather and record data to help in answering questions
- With support use their observations and ideas to suggest answers to questions

#### **Plants:**

- Identify and name common wild and garden plants including deciduous and evergreen trees
- Identify and describe the basic structure of common flowering plants including trees

#### **Animals (including humans):**

- Identify and name common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals including 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:**

- Distinguish between an object and the material it is made from
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- 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

#### **Seasonal Changes:**

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

Non-statutory curriculum entitlement for The Mead Academy Trust:

Drama and Performance

- Engage in imaginative play enacting simple characters and situations
- Explore and respond to familiar themes and characters while in role.
- Act out their own and well-known stories, using voices for characters
- Use everyday speech, gesture or movement in imaginative play.
- Discuss why they like a performance
- Comment on their own and the performances of others

### Education for Sustainable Development

- Understand where our energy comes from and why we need it (electricity/gas/solar/wind/wave/nuclear)
- What does each method of transport use for energy? Which forms are more energy efficient and sustainable than others?
- Understand what keeps us healthy
- Food:
  - Growing, cooking and eating pumpkin/squash
- Understand what happens to our waste from school and home
- How can we help the environment in terms of disposing of waste?
- Investigate how to attract birds into the school gardens
  - Making bird tables, winter food, nest boxes/ Identifying bird species
- Begin to understand the term 'Endangered species' and the human impact on animal and plant species around the world

### Outdoor Learning

- Use the outdoor environment to support specific units of learning across the curriculum at least three times a year:
  - Science Growing plants - Naming trees and plants.
  - Geography- Mapping in the school grounds.
  - Continuous Outdoor Provision
- Grow squashes and pumpkins in the school grounds and poly-tunnels and be responsible for looking after them
- Team Building Activities to develop trust and co-operation with peers in Term 1 and with Year 4 in Term 5
- Visit the local woods to explore and learn at least three times in the year
- Use natural materials for den building both in the school grounds and the local woods

### The Whole Child

- Children can set themselves some simple goals
- Children can talk about what makes them happy and proud
- Children can work well in a group, when encouraged by an adult
- Children can talk and listen to others about their work
- Children can talk about when and why they feel happy and sad
- Children can recognise when and why others are happy or sad
- Understand the importance of diversity
- Children can say please and thank you
- Children can take care of school resources, when directed by an adult
- Children can take responsibility for their own belongings
- Children can focus on their learning, in an adult-led task
- Children can articulate their conflicts
- Children can know that being stuck is part of learning

### Enrichment

- Engage with a trip or a visitor in each short term (at least 3 trips across the school year)
- Experience a visiting musician and practical workshop
- Work with a visiting artist
- Listen to a Remembrance day visitor
- Experience visits from parents/family members bringing in historical artefacts
- Use Wiltshire and Swindon Learning Resources
- Engage with a Jewish visitor (Moses unit)
- Engage with an Author visit
- Take part in at least 1 Class assembly
- Take part in a Christmas Performance
- Use different Role play areas/small world play opportunities
- Take part in a Bilingual Breakfast – language from the class
- Take part in French DPA games
- Have the opportunity to link with school in Spain – share emails and photos relating to school life
- Take part in Sports day
- Take part in a Life Bus session
- Take part in Forest Schools sessions
- Child Leadership opportunities – classroom monitor roles, school council, eco-buddies