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| St Margaret’s C of E Primary School |

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| Curriculum content for Year 1 – 2021/22 | | | | | | | | | | | | | |
| English | | | | | | | | Maths | | | | | |
| Priority Objectives | | | | | Schemes/Resources | Recommended Texts for Year 1 Pupils | | Priority Objectives | | | | Schemes/Resources | |
| **Reading**   * 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 * read common exception words * read words containing–s, –es, –ing, –ed, –er and –est endings * read words with contractions, and understand that the apostrophe represents the omitted letter(s) * read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words  ComprehensionDevelop 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 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   **Vocabulary, grammar & punctuation**   * 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’  CompositionWrite 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   **Handwriting and Presentation**   * understand which letters belong to which handwriting ‘families’  Spelling  * Spellwords containing each of the 40+ phonemes already taught * Spell common exception words * Spell the days of the week * using letter names to distinguish between alternative spellings of the same sound * using the spelling rule for adding –s or –es * using the prefix un– * using –ing, –ed, –er and –est where no change is needed in the spelling of root words | | | | | Cracking Comprehension -Rising Stars  Read Write Perform  CLPE – Power of Reading  **Online Resources:**  spag.com  Phonics Play  Literacy Shed  Spelling Shed | Dogger  Elmer  Giddy Goat  Not Now Bernard  Owl Babies  Stick Man  Winnie the Witch  The Enormous Crocodile  **Focus Texts 2021/22:**  The Secret Sky Garden  Meerkat Mail  Beegu  Tyrannosaurus Drip  Letter to Father Christmas  The Emperor’s Egg  The Incredible Book Eating Boy  The Snail and the Whale  The Lighthouse Keepers Lunch  Grandads Island  Wish You Were Here | | **Number & Place Value**   * 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 2s, 5s and 10s. * Given a number, identify 1 more and 1 less. * Identify and represent numbers using objects and pictorial representations. * Read and write numbers from 1 to 20 in numerals and words.   **Measurement**  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. * 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.  Addition & SubtractionRead, 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 0.Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9.Properties of ShapesRecognise and name common 2-D and 3-D shapes.Position and Direction  * Describe position, directions and movements, including whole, half, quarter and three-quarter turns.   **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.   **Fractions**   * Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. * Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity. | | | | White Rose Maths  Gareth Metcalfe – I See Reasoning  Numicon  **Online resources:**  iLearn2  Purple Mash | |
| Curriculum Enhancement:  * Y1 Christmas Production * Sports Day * Harvest, Remembrance, Christmas, Easter Services * Global Celebration Day * Safer Internet Day * Fairtrade Fortnight * World Book Day * DT Foodie Focus week * Dinosaur Exhibition * Stick Insect Showcase * Healthy Breakfast * Mud Kitchen | | | | | **Intended visits:**   * Class visit to St. Margaret’s Church * Forest School trip to Sandwell Valley | | | | | **Clubs – Optional**   * Fizz Pop Science (Spring) * Magical Maths (Autumn) * Aspire Sports (various clubs across year) | | | |
| **Science** | | | | | | | | | | | | | |
| KS1 Working Scientifically Objectives   * Ask simple questions and recognise that they can be answered in different ways * Observe closely, using simple equipment * Perform simple tests * Identify and classify using their observations and ideas to suggest answers to questions * Gather and record data to help answer questions | | | | | Science Scheme: **Collins SNAP Science**  **Topics:**  **Everyday Materials**   * 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 * 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   **Sensing Seasons**   * observe changes across the 4 seasons * observe and describe weather associated with the seasons and how day length varies.   **Using Our Senses**   * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.   **Plants and Plant Detectives**   * identify and name a variety of common wild and garden plants, including deciduous and evergreen trees * identify and describe the basic structure of a variety of common flowering plants, including trees   **Looking at Animals & Animal Antics**   * 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 * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) | | | | | | | | |
| Online Safety | | Citizenship/ RSHE | Computing | Design and Technology | Art and Design | | Geography | | History | | Music | Physical Education | Religious Education |
| **Scheme:** **iLearn2**   * Online safety rules * Protecting personal information * Being safe online and when gaming * Taking time out from technology | **Scheme:**  **Jigsaw PHSE** | **Scheme: iLearn2**   * Mouse & keyboard skills * Digital Art * 3D Design * Text & Images * Comic Creation * Music Creation * Introducing Programming | **Scheme: Plan Bee**   * **Making Moving Pictures**   Children learn to make and use sliders and leavers to create moving pictures   * **Delightful Decorations**   Design, plan and make a Christmas / Easter decoration. This includes learning sewing skills   * **Teddy Bear’s Picnic**   Consider healthy food choices and options. Plan and prepare a picnic for Mr Bear. | * **What is Sculpture?**   Children will explain their personal responses to pieces of art and combine simple 2-D shapes to make a human form.   * **Jungle Art**   Children will find out who Henri Rousseau was and explore the style and techniques of his work.   * **Portraits**   Children will discuss and explain the difference between a portrait and a self-portrait. They will look at famous artists’ portraits and self-portraits, discussing their views and opinions of them. | | **Scheme: Collins Connected Geography**   * **What Is the Geography of where I live?**   Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe.   * **Why don’t penguins need to fly?**   Children will identify, recognise and describe the key geographical features of the Antarctic environment and identify ways in which penguins are adapted to the Antarctic environment.   * **Why do we love being by the seaside?**   Children will identify and describe the main physical and human features of seaside environments and popular activities undertaken at the seaside. | | **Scheme: Collins Connected History**   * **What does it take to be a great explorer?**   Pupils will explore the qualities successful explorers will need, and learn about the achievements of Ranulph Fiennes, Amy Johnson, Christopher Columbus and Neil Armstrong.   * **How do our favourite toys and games compare with those of the children in the 1960s?**   Children will identify and describe some of the most popular toys and games of the 1960s.   * **Who is the Greatest History Maker?**   Pupils will consider the popular historical commemoration of Guy Fawkes Night or Bonfire Night each year in the United Kingdom. Why is this particular event and person commemorated? Having reached a shared awareness of what being a history maker means, the pupils move on to compare and contrast the achievements of a further eight significant people. | | **Scheme: Charanga**   * **Christmas Play** songs * **Hey You**! -an old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. * **In The Groove** -learn about different styles of music: Blues, Baroque, Latin, Bhangra, Folk and Funk. * **Round and Round**, - Latin and Mixed Styles. * **Imagination** - Create own lyrics. Listening to songs/music about using your imagination * **Beginners Recorders** | **Scheme: Get Set 4 PE**   |  | | --- | | * **Fitness** * **Team Building** * **Gymnastics** * **Dance** * **Sending & Receiving** * **Athletics** | |  | | **Scheme: Understanding Christianity and Sandwell SACRE**   * Who Am I?   Why Are We Special?   * Why does Christmas matter to Christians? * How Do We Celebrate Special Times? * Understanding Christianity - Easter * Questions That Puzzle Us– I Wonder? * Stories Jesus Told | |