

SCIENCE

Children will learn about:

Autumn:

Humans: the basic parts of the human body and its communication to the senses

Spring:

Materials: everyday materials; compare/group materials by simple physical properties

Seasonal Changes: seasonal changes in the environment; weather changes; how day length varies

Summer:

Plants: common wild/garden plants; recognise deciduous and evergreen trees; label the structure of a flowering plant

Animals: common animals including the terms carnivore, herbivore and omnivore; the structure of animals

HISTORY

Children will learn about:

Autumn:

Tudors: life in Tudor times; Henry VIII; Hampton Court Palace

Spring:

Old Toys, New Toys: changes that have happened in their own life since they were born; changes since their parents or grandparents were children; identify old and new from pictures.

GEOGRAPHY

Children will learn about:

Autumn:

Local Area: their address; similarities and differences of geographical features in their own environment; N, E, S and W on a compass

Spring:

South Pole (Antarctica): hot and cold areas of the world; locate the Equator

UK: the four countries making up the British Isles & the 3 main seas surrounding the UK
Seasons and weather: hot and cold seasons; weather patterns and weather symbols

Summer:

Africa: make comparisons between the UK and a village in Africa

RELIGIOUS EDUCATION

Children will learn about:

Autumn:

Christianity: churches; an act of worship; a rite of passage ceremony; Christmas story and Harvest Festival

Spring:

An introduction to: Islam, Sikhism and Buddhism; the Easter story

Summer:

An introduction to: Hinduism, Judaism and Humanism.; read bible stories

PSHE/RSE

Children will learn about:

Autumn:

Being Me In My World: 'who am I and how do I fit?'

Celebrating Differences: respect for similarity and difference. Anti-bullying and being unique

Spring:

Dreams And Goals: aspirations; how to achieve goals and understanding the emotions that go with this

Healthy Me: being and keeping safe and health

Summer:

Relationships: building positive, healthy relationships

Changing Me: coping positively with change

Chase Bridge Foundation Subject Overview

Our CURRICULUM

Year 1

OUR TOPICS

AUTUMN 2
Henry VIII



SPRING 2
Wonderful Weather



SUMMER 2
The Animal World



Who Do You Think You Are?



AUTUMN 1

Old And New Toys



SPRING 1

Plant Detectives



SUMMER 1

LANGUAGES

Children will learn French reading, speaking and listening skills within these areas of study:

A study of common greetings, numbers and colours through songs

DESIGN AND TECHNOLOGY/ ART AND DESIGN

Following the Kapow Primary planning scheme

Autumn:

Term 1: Art & Design

- Drawing: Making your mark

Term 2: Design & Technology

- Structures: Constructing a windmill

Spring:

Term 1: Art & Design

- Structure & 3D: Paper Play

Term 2: Design & Technology

- Textiles: Puppets

Summer:

Term 1: Art & Design

- Painting & Mixed Media: Colour Splash

Term 2: Design & Technology

- Cooking / Nutrition: Fruit and Vegetables

MUSIC

Children will strengthen the skills needed for:

Singing: sing seasonal and toy topic songs; learn and perform ensemble songs with actions

Music Appreciation: Flight of the Bumblebee, Debussy's Water music and The March of the Toy Soldiers ; to understand how music can be used to evoke images; explore how the different styles of music describes different types of water

Performance: sing seasonal and topic songs confidently with actions for performance

Instruments: beat a pulse on percussion instruments

Composition: improvise rhythms on percussion instruments

COMPUTING

Children will learn about:

Digital Literacy

Online Safety and Technology : Understand 'Technology', record examples of technology outside school. use technology safely and respectfully, keeping information private; reporting tools, create and manage an avatar .

Information Technology

Spreadsheets and Sorting: Sort items using technology, explore spreadsheets, enter data, read data.

Computer Science

Lego Builders : Follow instructions, create simple algorithms, order instructions, debug instructions.

Animation : Animate a picture, add a sound effect, use copy and paste feature.

PHYSICAL EDUCATION

Children will strengthen the skills needed for:

Autumn:

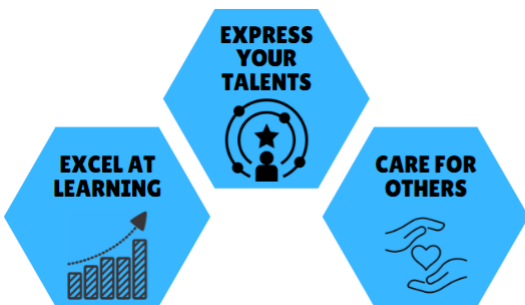
Fundamentals/ball skills and dance: core gameplay skills such as sending, receiving and travelling; key motor skills such as running, throwing and kicking; fundamental dance movements

Spring:

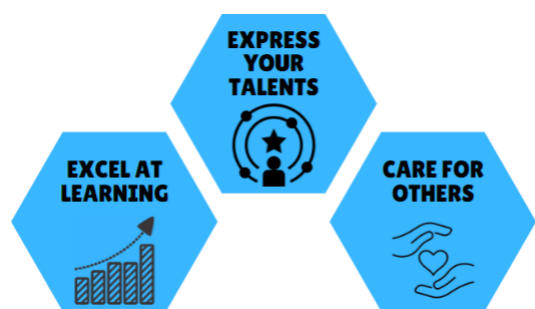
Gymnastics, Invasion games and teambuilding: fundamental gymnastic movements; exploring fundamentals of game play (attacking, defending and transition); and beginning to explore what it means to work in a partner or team

Summer:

Striking and fielding, net and wall and athletics: running, hopping, and leaping for distance in athletics; overarm and underarm throwing; striking, catching and tracking a ball



Year 1



Topic Linked Class Texts



En1/1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

- En1/1a listen and respond appropriately to adults and their peers
- En1/1b ask relevant questions to extend their understanding and knowledge
- En1/1c use relevant strategies to build their vocabulary
- En1/1d articulate and justify answers, arguments and opinions
- En1/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En1/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- En1/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- En1/1h speak audibly and fluently with an increasing command of Standard English
- En1/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- En1/1j gain, maintain and monitor the interest of the listener(s)
- En1/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
- En1/1l select and use appropriate registers for effective communication

Reading

En1/2.1 Word Reading

- En1/2.1a apply phonic knowledge and skills as the route to decode words
- En1/2.1b respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- En1/2.1c read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- En1/2.1d read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- En1/2.1e read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- En1/2.1f read other words of more than one syllable that contain taught GPCs
- En1/2.1g read words with **con** and **is**, and understand that the apostrophe represents a **missing** letter(s)
- En1/2.1h 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
- En1/2.1i reread these books to build up their fluency and confidence in word reading.

En1/2.2 Comprehension

En1/2.2a 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 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
- En1/2.2b 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
- En1/2.2c participate in discussion about what is read to them, taking turns and listening to what others say
- En1/2.2d explain clearly their understanding of what is read to them

Writing

En1/3.1 Spelling

- En1/3.1a spell: words containing each of the 40+ phonemes already taught common exception words the days of the week
- En1/3.1b 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
- En1/3.1c 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
- En1/3.1d apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- En1/3.1e write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

En1/3.2 Handwriting and Presentation

- En1/3.2a sit correctly at a table, holding a pencil comfortably and correctly
- En1/3.2b begin to form lower-case letters in the correct direction, starting and finishing in the right place
- En1/3.2c form capital letters
- En1/3.2d form digits 0-9
- En1/3.2e understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise

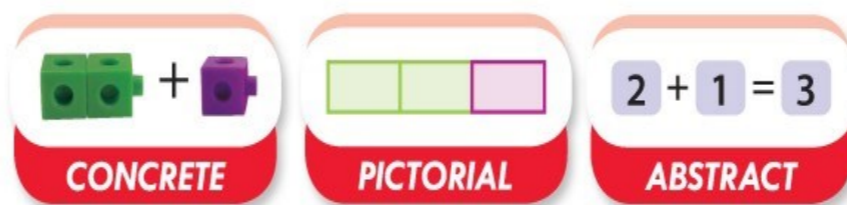
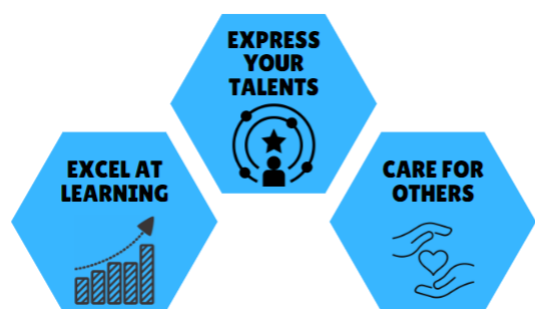
En1/3.3 Composition

- En1/3.3a 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
- En1/3.3b discuss what they have written with the teacher or other pupils
- En1/3.3c read their writing aloud clearly enough to be heard by their peers and the teacher.

En1/3.4 Vocabulary, grammar & punctuation

- En1/3.4a develop their 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](#)
- En1/3.4b use the grammatical terminology in [English Appendix 2](#) in discussing their writing and reading.

Year 1



Number & place value in Year 1

Children will learn to:

- 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 twos, fives and tens
- given a number, identify one more and one less
- 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
- read and write numbers from 1 to 20 in numerals and words.

Addition & subtraction in Year 1

Children will learn to:

- read, 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 zero.
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.

Multiplication & division in Year 1

Children will learn to:

- 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 in Year 1

Children will learn to:

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement in Year 1

Children will learn to:

- 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*)
- 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
- sequence events in chronological order using language (for example, *before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening*)
- 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.

Geometry (position and direction) in Year 1

Children will learn to:

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Geometry (properties of shapes) in Year 1

Children will learn to:

- recognise and name common 2D and 3D shapes.