

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, the life of Henry VIII including his six wives and his children, Hampton Court Palace including what life was like for the people who lived and worked there.

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; What it means to belong and the Christmas Story

Spring:

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

Summer:

An introduction to: 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:

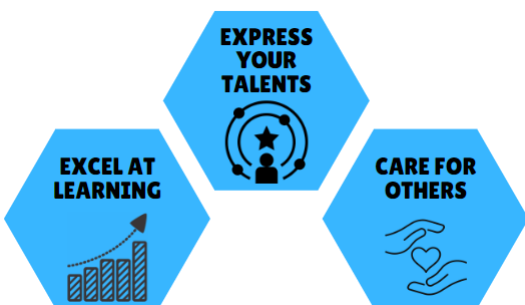
Fundamentals/ball skills and dance: core gameplay skills such as sending, receiving and travelling; key motor skills such as running, throwing and kicking; fundamental dance movements

Spring:

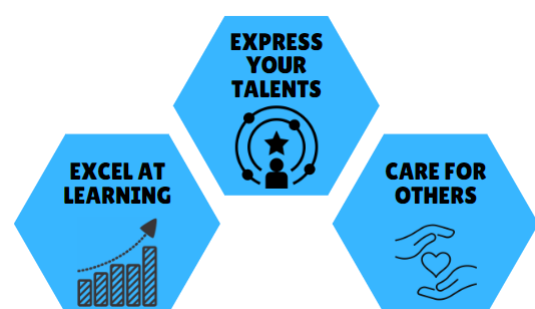
Gymnastics, Invasion games and teambuilding: fundamental gymnastic movements; exploring fundamentals of game play (attacking, defending and transition); and beginning to explore what it means to work in a partner or team

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



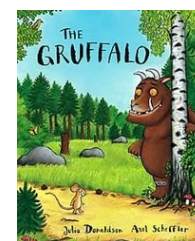
Topic Linked Class Texts

AUTUMN 1



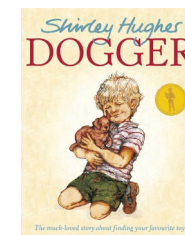
STORY AND PICTURES BY MAURICE SENDAK

AUTUMN 2



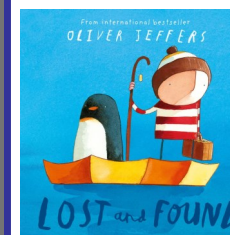
Julia Donaldson Axel Scheffler

SPRING 1



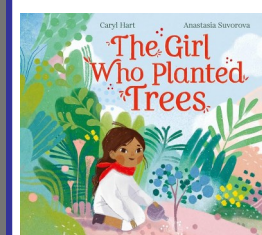
Shirley Hughes

SPRING 2



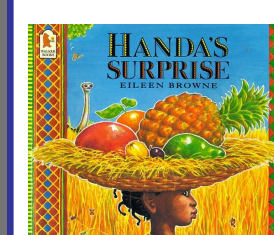
Oliver Jeffers

SUMMER 1



Caryl Hart Anastasia Suvorova

SUMMER 2



Eileen Browne

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

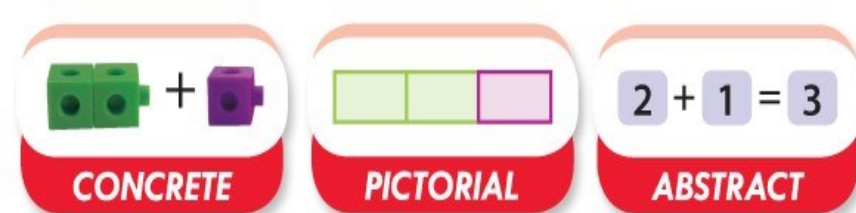
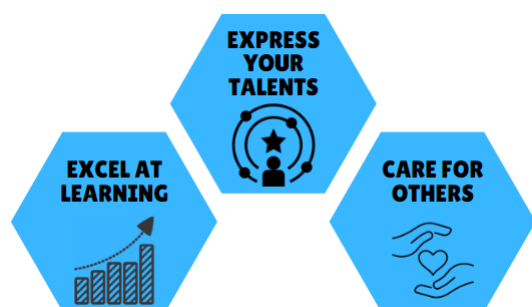
En1/3.3 Composition

- 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.