

The school closures during 2020 meant that the children were being taught remotely rather than in school and appreciate that this may have impacted on learning and understanding. We have adapted our year 1 curriculum to ensure that any gaps in learning from the reception year are addressed throughout the year through careful assessment and re-teaching of key topics.

### Year 1 Maths

Counts to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	Counts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tens.	Given a number, identifies one more and one less	Represents and uses number bonds and related subtraction facts within 20.	Recognises, finds and names a half as one of two equal parts of an object, shape or quantity	Compares, describes and solves practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half	Compares, describes and solves practical problems for mass/weight [for example, heavy/light, heavier than, lighter than	Compares, describes and solves practical problems for capacity and volume for example, full/empty, more than, less than, half, half full, quarter	Compares, describes and solves practical problems for: 4. time for example, quicker, slower, earlier, later	Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times.	Recognises and names common 2-D and 3-D shapes, including: 1. 2-D shapes for example, rectangles (including squares), circles and triangles	Recognises and names common 2-D and 3-D shapes, including 3-D shapes for example, cuboids (including cubes), pyramids and spheres
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### Year 1 Reading

Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Reads accurately by blending sounds in unfamiliar words	Reads common exception words	Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	Develops pleasure in reading, motivation to read, vocabulary and understanding by: 1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;	Develops pleasure in reading, motivation to read, vocabulary and understanding by: 2. becoming very familiar with key stories, fairy stories and traditional tales;	Understands both the books they can already read accurately and fluently and those they listen to by: 1. checking that the text makes sense to them as they read;	2. as they read correcting inaccurate reading;	3. discussing the significance of the title and events;	4. predicting what might happen on the basis of what has been read so far.
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### Year 1 Writing

Begins to form lower-case letters in the correct direction, starting and finishing in the right place.	Writes sentences by: 1. sequencing sentences to form short narratives;	Writes sentences by: 2. re-reading what has been written to check that it makes sense.	Spells words containing each of the 40+ phonemes already taught	Names the letters of the alphabet in order;	Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common	Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences.
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					exception words taught so far.	
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<b>Year 1 Science</b>
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<p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>-Observe changes across the four seasons</li> <li>-Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>-identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (including pets)</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>	<p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>-distinguish between an object and the material from which it is made</li> <li>-compare and group together a variety of everyday materials on the basis of their simple physical properties</li> <li>-describe the simple physical properties of a variety of everyday materials</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>-identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>-asking simple questions and recognising that they can be answered in different ways</li> <li>-observe closely, using simple equipment</li> <li>-perform simple tests</li> <li>-identify and classify</li> <li>-gather and recording data to help in answering questions</li> <li>-use their observations and ideas to suggest answers to questions</li> </ul>
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<b>Year 1 History</b>
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<p><b>Family Tree/ Grandparents Day/ Bonfire Night</b></p> <p><b>Key concept:</b> Secure chronological knowledge</p> <p><b>Know how to:</b> Find out about the past by asking valid questions</p> <p><b>Key questions:</b> Who is in my family? What do I know about my family? How life was different post war and now? What did the grandparents do as children, what do the children do? Why do we remember Bonfire Night? Why did Guy Fawkes want to blow up the Houses of Parliament?</p> <p><b>Key vocabulary:</b> Religion, gunpowder, Houses of Parliament, Tower of London, King James I, celebration, resilience</p>	<p><b>Life Long ago (Link to Knutsford)</b></p> <p><b>Key concept:</b> Settlements</p> <p><b>Know how to:</b> Use photographs to compare now and then</p> <p><b>Key questions:</b> What were homes like long ago? Why do homes look different? What can you tell about your house? Farming then and now what is the same and what is different? Where does our food come from?</p> <p><b>Key vocabulary:</b> Terrace, bungalow, detached, semi-detached, agriculture, change</p>	<p><b>Holidays in the past (local link)</b></p> <p><b>Key concept:</b> Exploration</p> <p><b>Know how to:</b> Use photographs to compare now and then, look for what is the same/ different between now and then</p> <p><b>Key questions:</b> Why do we have May Day? Would you like to be beside the seaside? Why did Victorian people go to the seaside? How are seaside holidays different today? How were people entertained then and now?</p> <p><b>Key vocabulary:</b> Traditions, self-sufficiency, annual, festival, celebration, coast, travel, tourism.</p>
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<b>Year 1 Geography</b>
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<p><b>Key concept:</b> Change</p> <p><b>Key location:</b> Our homes/ their school</p> <p><b>Know how to:</b> find key local features on aerial photographs/ maps, draw simple pictures to represent a journey near their home/ school</p> <p><b>Key questions:</b> How old is my house? How do I know?</p>	<p><b>Key concept:</b> Change</p> <p><b>Key location:</b> Knutsford/ town v countryside locations</p> <p><b>Know how to:</b> use a map of UK to locate Knutsford, Cheshire and nearby cities Manchester &amp; Liverpool</p> <p><b>Key questions:</b> What is special about Knutsford?</p> <p><b>Key vocabulary:</b> season, weather, town, village, shops</p>	<p><b>Key concept:</b> Change</p> <p><b>Key location:</b> UK holiday destinations / contrasting holiday location (non-European)</p> <p><b>Know how to:</b> describe key features/ seasonal and daily weather patterns/ name oceans around UK/ contrasting place</p>
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<p><b>Key vocabulary:</b> house, farm, shops, offices, cinema, leisure centre</p>		<p><b>Key questions:</b> What will the weather be like on my holiday? How do I know what to pack?</p> <p><b>Key vocabulary:</b> beach, cliff, coast, weather, hill, mountain, forest, sea, ocean, river</p>
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<b>Year 1 Design and Technology</b>
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<p><b>Christmas Puppets- Pop up Father Christmas in chimney or split pin moving limbs</b>  <i>Key Concept / Theme: Use varied materials</i>  <i>Key Skill: Use a range of tools and equipment to perform practical tasks. Use a wide range of materials and components, including construction materials and textiles.</i></p>	<p><b>Mini Egg Rocky Road Bites</b>  <i>Key Concept / Theme: Food hygiene, preparation and cookery</i>  <i>Key Skill: Prepare healthy and varied dishes. Understand where food comes from</i></p>	<p><b>Lighthouses – link to ‘seaside’/Victorians</b>  <i>Key Concept / Theme: Technical knowledge</i>  <i>Key Skill: Build structures, exploring how they can be made stronger, stiffer and more stable.</i></p>
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<b>Year 1 Art</b>
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<p>Autumn term</p> <p><b>Exploring and using media and materials.</b></p> <ul style="list-style-type: none"> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<p>Spring and summer term</p> <p><b>Collect ideas in sketchbooks:</b></p> <p><b>Printing:</b> Discuss regular/irregular patterns and repeated mark making. Press, roll, rub and stamp to make prints. Create repeating patterns. Use fingers, hands, feet, leaves, string, food, bubble print and newspaper.</p> <p><b>Drawing: Use vocab:</b> wavy, straight, thick, thin etc. Mark making with different tools ie: pencils, marker pens, chalk, pastels, crayons etc... Begin drawing from observation as well as imagination.</p> <p><b>Painting:</b> Knowledge of primary colours, colour sort and describe. Mix up different textures of paint: produce a landscape, portrait and still life painting as a grp/individually. Blow paint, hand prints, splattering and splashing! Use of spatulas, fingers, hands, feet and learning to grip a paint brush. Mix with black and white for tone and experiment combining different media. <b>Year 1: Mix primary colours to make secondary.</b></p> <p><b>Collage: Use Vocab:</b> rough, bumpy, smooth etc. and experiment with different glues. Tearing, cutting, sticking, folding papers and fabrics. Collect different textured materials and create own textiles. Add glue, sand, clay etc. to change textures.</p> <p><b>Textile: Use vocab:</b> textiles, materials, weave etc. Describe textures. Manipulate materials through scrunching, tearing, plaiting, twisting, folding etc... Collage with textiles, simple weaving and using scissors.</p> <p><b>3D:</b> Exploratory play: Find properties of materials e.g.: clay, plasticine and construction kits. Junk modelling, develop awareness of scale, natural/man made materials (discuss.) Introduce methods of attaching</p>
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<b>Year 1 Computing</b>
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<p><b>Information Technology</b></p> <p>-To learn how to type words quickly and correctly using a keyboard.</p> <p>-To make simple word processed documents and change the appearance of text.</p>	<p><b>Digital Literacy</b></p> <p>-To know how to use a web browser to navigate a website when doing Internet research.</p> <p>-To search for images online and insert them into a document.</p>	<p><b>Programming</b></p> <p>-To understand that an algorithm is a sequence of instructions which can be programmed on a digital device.</p> <p>-To control a real and on-screen robots to move along routes.</p> <p>-To debug programs so they run correctly.</p>	<p><b>Computer Science</b></p> <p>-To identify the main internal components of a computer.</p>
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<p>-To use and combine a variety of painting tools to create a picture.</p>	<p>-To explain how to stay safe online and where to go for help or support, including how to safely use online media players.</p>		
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Year 1 RE		
<p><b>Essential Content: Christianity</b></p> <ul style="list-style-type: none"> <li>-Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas.</li> <li>-Identify at least 4 aspects of how Christians celebrate Christmas, Easter and Baptism explaining why each event might be important to them.</li> <li>-Talk about who Christians say Jesus is e.g. called the Son of God; God made man.</li> <li>-Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians.</li> <li>-Describe at least three things a minister/church leader might do.</li> </ul>	<p><b>Essential Content: Judaism</b></p> <ul style="list-style-type: none"> <li>-Describe some of what happens at the synagogue &amp; why Shabbat is important to Jews.</li> <li>-Describe at least three things a rabbi might do e.g. take part in a naming ceremony</li> </ul>	<p><b>Cross Religious/ /Non-Religious Viewpoints</b></p> <ul style="list-style-type: none"> <li>-Talk about stories in the Bible that describe what God is like for Christians and Jews. Example 1: in the Old Testament story of Creation: identify Jews and Christians believe God is the creator who cares for all people. Example 2: in the New Testament story of the Lost Sheep identify Christians believe God is like a Shepherd who goes after those who are lost.</li> <li>-Begin to show curiosity and ask questions about at least three Christian and three Jewish stories.</li> <li>-Explain three reasons why Moses found it difficult to obey God.</li> <li>-Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.</li> <li>-Begin to talk thoughtfully with respect to a range of spiritual questions, e.g. What happens when you die? Why do people worship?</li> </ul>

**Year 1 Relationships & Health Education**

**Relationships**

<p><b>Families and People who care about me</b>                  -To identify and respect the differences and similarities between people.                  -That they belong to different groups and communities such as family and school</p>	<p><b>Caring Friendships</b>                  -that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)                  -to recognise what is fair and unfair, kind and unkind, what is right and wrong (Implicit in several bullet points in the guidance)                  -to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p><b>Respectful Relationships</b>                  - that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p>	<p><b>Online Relationships</b>                  - rules for and ways of keeping physically and emotionally safe including responsible ICT use and <a href="#">online safety</a></p>	<p><b>Being Safe</b>                  -about people who look after them, their family networks, who to go to if they are worried and how to attract their attention                  -what is meant by ‘privacy’; their right to keep things ‘private’; the importance of respecting others’ privacy</p>
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**Physical Health and mental wellbeing**

<p><b>Mental Wellbeing</b>                  - what constitutes, and how to maintain, a healthy lifestyle                  -to communicate their feelings to others, to recognise how others show feelings and how to respond</p>	<p><b>Internet Safety and Harms</b>                  -what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest</p>	<p><b>Physical Health and Fitness</b>                  - what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity</p>	<p><b>Healthy Eating</b>                  - what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p>	<p><b>Health and Prevention</b>                  - what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p>	<p><b>Basic First Aid</b>                  -about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</p>
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**Year 1 PE**

<p><b>Games</b>                  - Use the term ‘opponent’                  -Use the following skills: rolling, running, hitting, jumping, kicking and catching in combination                  - Develop tactics</p>	<p><b>Dance</b>                  - Copy and remember moves and positions                  - Link two or more actions to perform a sequence                  - Choose movements to communicate a mood, feeling or idea.                  - Use styles from different cultures (e.g. Bollywood and African dances)</p>	<p><b>Gymnastics</b>                  - Copy and remember actions                  - Move with some control and awareness of space                  - Travel by rolling forwards, backwards and sideways                  - Link two or more actions to make a sequence                  - Show contrasts (such as small/ tall, straight/ curved and wide/ narrow.)                  - Climb safely on the equipment</p>	<p><b>Athletics</b>                  - Athletics activities are combined with Games in EYFS and KS1</p>
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