YEAR 1 CURRICULUM PLAN 2017-2018

English

Narrative with **beginning, middle and end** based on familiar stories, drawing on some key narrative language. Traditional and fairy stories. Stories with familiar settings	**Recount** based on an experience, event or visit with simple orientation sentence and events in chronological order. Poems to perform. Simple list poems.	**WORD STRUCTURE** Regular plural noun suffixes –s or –es **(e.g. dog,dogs; wish, wishes)** Suffixes that can be added to verbs **(e.g. helping, helped, helper)** How the prefix un– changes the meaning of verbs and adjectives **(negation, e.g.unkind, or undoing, e.g. untie the boat)** **SENTENCE STRUCTURE** How words can combine to make sentences How **and** can join words and join sentences **TEXT STRUCTURE** Sequencing sentences to form short narratives	**PUNCTUATION** Separation of words with Spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun **TERMINOLOGY** word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark

Maths

Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Geometry: position and direction
Pupils should be taught 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	Pupils should be taught 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	Pupils should be taught 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	Pupils should be taught 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	Pupils should be taught 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 (full/empty, more than, less than, half, half full, quarter) time (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 and after, next, first, today, yesterday, tomorrow, morning, afternoon and 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	Pupils should be taught to: recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]	Pupils should be taught to: describe position, direction and movement, including whole, half, quarter and three-quarter turns

RE	Domestic Church **Families**	**Belonging** Baptism / Confirmation	**Waiting** Advent / Christmas	**Special People** People / Local Church	**Meals** Eucharist	**Change** Lent / Easter	**Holidays and Holy Days** Pentecost	**Being Sorry** Reconciliation	**Neighbours** Universal Church
Computing	1.1 We are treasure hunters **Using programmable toys**	1.2 We are TV chefs **Filming the steps of a recipe**	1.3 We are painters **Illustrating an eBook**		1.4 We are collectors **Finding images using the web**		1.5 We are storytellers **Producing a talking book**		1.6 We are celebrating **Creating a card electronically**
Discovery Curriculum	Where do, and did, the wheels on the bus go?	Where do, and did, the wheels on the bus go?	Do we all like the same toys?	What is it like in the South Pole? (Shackleton/Scott) Why does it get darker earlier in Winter?		What do Aliens think about life on Earth? (Why are humans not like tigers?)	What will we see if we go into the woods today?		How do you build the perfect home?
MFL	Greetings		Colours	Number / Time	Animals / Food/Drink		Body parts / Alphabet		Weather / Rhymes / Poems / Songs
Music	Hey You	Little Angels gets her wings	In the groove		Rhythm in the way we walk and banana rap		Round and around		Reflect rewind and replay
PE	**Gymnastics**	**Net / wall Games** Tennis	**Invasion Games** Ball skills – football hockey		**Dance** Animals in the jungle		**Striking and Fielding** Cricket Rounders		
PSHE	Can I make healthy choices for me and my body?	How do I look after my friendships?			R.E.S.P.E.C.T - find out what it means to me!				999 – what is your emergency?