



# Park View Primary School

## Curriculum Overview for Year 1



### PSHE - developing the whole child and modern British values

**Me and My Relationships:**

- Feelings
- Getting help
- Classroom rules

**Valuing Difference:**

- Recognising, valuing and celebrating difference
- Developing tolerance

**Keeping Myself Safe:**

- How our feelings can keep us safe
- Keeping healthy
- Medicine safety

**Rights and Responsibilities:**

- Looking after myself
- Looking after the environment
- Saving and looking after money

**Being My Best:**

- Growth mindset
- Keeping healthy

**Growing and Changing:**

- Getting help
- Becoming independent
- Privacy

English		Art & Design		Computing	P.E.	
<b>Reading</b> <ul style="list-style-type: none"> <li>• Match graphemes for all phonemes</li> <li>• Read accurately by blending sounds</li> <li>• Read words with very common suffixes</li> <li>• Read contractions &amp; understand purpose</li> <li>• Read phonics books aloud</li> <li>• Link reading to own experiences</li> <li>• Join in with predictable phrases</li> <li>• Discuss significance of title &amp; events</li> <li>• Make simple predictions</li> </ul>	<b>Writing</b> <ul style="list-style-type: none"> <li>• Name letters of the alphabet</li> <li>• Spell very common 'exception' words</li> <li>• Spell days of the week</li> <li>• Use very common prefixes &amp; suffixes</li> <li>• Form lower case letters correctly</li> <li>• Form capital letters &amp; digits</li> <li>• Compose sentences orally before writing</li> <li>• Read own writing to peers or teachers</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Begin to use basic punctuation: . ? !</li> <li>• Use capital letters for proper nouns.</li> <li>• Use common plural &amp; verb suffixes</li> </ul> <b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>• Listen &amp; respond appropriately</li> <li>• Ask relevant questions</li> <li>• Maintain attention &amp; participate</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the sensory properties of a range of different materials</li> <li>• Apply paint using a range of tools</li> <li>• Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>• Draw from experiences, creative ideas and observations</li> <li>• Use modelling materials to create a realistic or imagined form</li> <li>• Explore a range of artists, craft makers and designers</li> <li>• Outline personal likes/dislikes regarding a piece of artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Give simple instructions to everyday devices to make things happen</li> <li>• Use logical reasoning to make predictions</li> <li>• Show an awareness of information in different formats</li> <li>• Complete simple tasks on a computer by following instructions</li> <li>• Communicate online safely and respectfully</li> <li>• Discuss how and when to use ICT in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>• Perform dances using simple movements, sometimes with a partner</li> <li>• Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles</li> <li>• Create simple movement patterns showing an awareness of rhythm</li> </ul>	
Maths		Design & Technology		Geography	R.E.	
<b>Number/Calculation</b> <ul style="list-style-type: none"> <li>• Count to / across 100</li> <li>• Count in 1s, 2s, 5s and 10s</li> <li>• Identify 'one more' and 'one less'</li> <li>• Read &amp; write numbers to 20</li> <li>• Use language, e.g. 'more than', 'most'</li> <li>• Use +, - and = symbols</li> <li>• Know number bonds to 20</li> <li>• Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>• Solve one-step problems, including simple arrays</li> </ul>	<b>Geometry &amp; Measures</b> <ul style="list-style-type: none"> <li>• Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest</li> <li>• Begin to measure length, capacity, weight</li> <li>• Recognise coins &amp; notes</li> <li>• Use time &amp; ordering vocabulary</li> <li>• Tell the time to hour/half-hour</li> <li>• Use language of days, weeks, months &amp; years</li> <li>• Recognise &amp; name common 2-d and 3-d shapes</li> <li>• Order &amp; arrange objects</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>• Describe position &amp; movement, including half and quarter turns</li> <li>• Recognise &amp; use <math>\frac{1}{2}</math> &amp; <math>\frac{1}{4}</math></li> </ul>	<ul style="list-style-type: none"> <li>• Design purposeful, functional &amp; appealing products</li> <li>• Select and explain choices of materials and tools</li> <li>• Draw and design, model &amp; communicate own ideas</li> <li>• Evaluate existing products &amp; own ideas</li> <li>• Build and improve simple structures</li> <li>• Use wheels, axels, levers and sliders</li> <li>• Understand where food comes from</li> <li>• Measure and weigh food items using non-standard measures</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a simple picture map, labelling particular features</li> <li>• Use the correct terms for geographical features in the local environment</li> <li>• Find and name of continents and oceans on a world map</li> <li>• Locate hot and cold areas of the world</li> <li>• Identify the similarities and differences between the local environment and one other non-European country</li> <li>• Use geographical vocab to name physical and human features on an aerial map</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to follow locally- agreed syllabus for RE</li> <li>• See RE LTP (separate document)</li> </ul>	
Curriculum Themes:		Science		History	Music	Languages
<ul style="list-style-type: none"> <li>• The Enchanted Woodland</li> <li>• School Days</li> <li>• Bright Lights, Big City</li> <li>• Moon Zoom</li> <li>• Memory Box</li> <li>• Splendid Skies</li> </ul>		<ul style="list-style-type: none"> <li>• Identify basic plants</li> <li>• Identify basic plant parts (roots, leaves, flowers, etc.)</li> <li>• Identify &amp; compare common animals</li> <li>• Identify &amp; name basic body parts</li> <li>• Distinguish between objects &amp; materials</li> <li>• Identify &amp; name common materials</li> <li>• Describe simple properties of some materials</li> <li>• Compare &amp; classify materials</li> <li>• Observe weather associated with changes of season</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence the story of a significant historical figure</li> <li>• Use simple vocabulary to describe the passing of time</li> <li>• Ask and respond to simple questions about the past using sources of information</li> <li>• Begin to describe similarities and differences in historical artefacts and pictures</li> <li>• Compare own life and interests now with babyhood</li> <li>• Begin to order artefacts, pictures and events from significantly different time periods, within living/beyond living memory</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs with a sense of shape and melody</li> <li>• Make sounds in different ways including hitting, blowing and shaking</li> <li>• Begin to represent sounds with drawings</li> <li>• Listen to a piece of music identifying if it is fast or slow; happy or sad</li> </ul>	<ul style="list-style-type: none"> <li>• Not required at KS1</li> </ul>	