



St Matthew's C of E Primary School Curriculum Plan – Year 1



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE Questful Curriculum	Joseph - Why is Joseph a Bible hero?	Christmas – Why do people in the Nativity story travel to Bethlehem?	Jesus – What made Jesus special?	Easter – what do you think is the most important part of the Easter story?	My world Jesus world – How is the place where Jesus lived different from where we live now?	God and Creation - What are your favourite things in creation? Links to Hinduism and Islam
Reading Unit	History: Living Memory Toys	Reading Breadth: Fairy Stories and Rhymes	Geography: Locality	Reading Breadth: Traditional Tales & Poems	Science: Animals Inc. Humans	Reading Breadth: Stories & Poems
Writing Text	Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
Writing Outcome & Purpose	Narrative: Discovery Narrative Purpose: To narrate	Instructions: How to catch a witch Purpose: To instruct	Recount: Letters Purpose: To recount	Narrative: A Portal Story Purpose: To narrate	Recount: Diary Purpose: To recount	Narrative: A Hunting Story Purpose: To narrate
Maths	Place value Addition to 10	Position, numbers to 20, addition and subtraction	Shape, Length and Height	Numbers to 40, Multiplication	Division numbers to 100, Mass, Space	Fractions, Money, Time
Science	What should I wear when it is raining? Seasonal Changes Observe changes across the four seasons, and observe and describe weather associated with the seasons and how day length varies.	Which material is the best to carry your shopping? Everyday Materials To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock To distinguish between an object and the material from which it is made	Are the days getting longer? Seasonal Changes Observe changes across the four seasons, and observe and describe weather associated with the seasons and how day length varies	How are frogs different to humans? Animals including humans Identify and name a variety of; Describe and compare the structure of a variety of;	What grows in a garden? Plants To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety	



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				<p>common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	of common flowering plants, including trees
	<p>Plants – to be taught and observed across the year</p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>			<p>Working Scientifically</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. 	
History		<p>Let's go to the shops!</p> <p>Has the Coop always been on Castle Street?</p> <p>-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>		<p>Kings and Queens</p> <p>What was the life of a Royal Monarch like?</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Faster, Faster!</p> <p>How has transport changed over time?</p> <p>-events beyond living memory that are significant nationally or globally</p> <p>-significant historical events, people and places in their own locality</p> <p>-the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>



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	Subject content					
	Key stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.					
Geography	<p>Rain or Shine: The Weather in Our World How does the weather in the North Pole differ to Edgeley and the Daintree Forest? Place Knowledge -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and Physical Geography -identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		<p>Local Area Study: Edgeley Where do I live and what can I see there? Geographical Fieldwork and Skills -use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key -use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>			<p>The United Kingdom What is the UK and where in the world in the UK? Locational Knowledge -name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (Irish Sea, English Channel, North Sea, North Atlantic Ocean) Human and Physical Geography -use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical Fieldwork and Skills -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>
	Subject content					
	Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.					
Art & Design	<p>All about me – self portraits Drawing – To become proficient in drawing techniques. To use drawing to develop and share</p>	<p>Making a toy for the shop Textiles/materials Using Design, Make & Evaluate targets To become proficient in</p>	<p>Pop Art Printing To become proficient in other art, craft and design techniques – printing. To develop a wide range</p>	<p>Upcycling - Make a castle Sculpture/3D art: To develop sculpting techniques. To use sculpture to develop and share</p>	<p>Designing moving vehicles: Wheels + winding mechanism Using Design, Make & Evaluate targets</p>	<p>Lowry Painting To develop painting techniques. To use painting to develop and share their ideas, experiences and</p>



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	<p>their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> - draw lines of varying thickness; - use dots and lines to demonstrate pattern and texture; - use different materials to draw, for example pastels, chalk, felt tips; <p>Key vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>other art, craft and design techniques.</p> <p>Key vocabulary: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>	<p>of art and design techniques in using colour and texture.</p> <ul style="list-style-type: none"> - copy an original print; - use a variety of materials, e.g. sponges, fruit, blocks; - demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; <p>Key vocabulary: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> - use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; - use a variety of techniques, e.g. rolling, cutting, pinching; - use a variety of shapes, including lines and texture; <p>Key vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric</p>		<p>imagination.</p> <ul style="list-style-type: none"> - name the primary and secondary colours; - experiment with different brushes (including brushstrokes) and other painting tools; - mix primary colours to make secondary colours; - add white and black to alter tints and shades; <p>Key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>
PE	<p>Ball Skills</p> <ul style="list-style-type: none"> • Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. • Pupils will have the opportunity to work independently, in 	<p>Ball Skills</p> <ul style="list-style-type: none"> • Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. • Pupils will have the opportunity to work independently, in pairs and small groups. 	<p>Dance</p> <ul style="list-style-type: none"> • pupils will develop their aim using both underarm and overarm actions. • Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and 	<p>Fitness</p> <ul style="list-style-type: none"> • Pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work alone, in pairs and small groups to complete challenges in which they will sometimes 	<p>Team Building</p> <ul style="list-style-type: none"> • Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan 	<p>Team Building</p> <ul style="list-style-type: none"> • Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome. <p><u>Athletics</u></p>



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	<p>pairs and small groups.</p> <ul style="list-style-type: none"> • Pupils will be able to explore their own ideas in response to tasks. <p>Fundamentals</p> <ul style="list-style-type: none"> • Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. • Pupils will explore these skills in isolation as well as in combination. • Pupils will be given opportunities to identify areas of strength and areas for improvement. • Pupils will work collaboratively with others, taking turns and sharing ideas 	<ul style="list-style-type: none"> • Pupils will be able to explore their own ideas in response to tasks. <p>Target Games</p> <ul style="list-style-type: none"> • Pupils will develop their aim using both underarm and overarm actions. • Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. 	<p>in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. • Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. • Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. 	<p>need to persevere to achieve their personal best.</p> <p>Invasion Games</p> <ul style="list-style-type: none"> • Pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work alone, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. 	<p>their ideas to get the most successful outcome.</p> <p>Athletics</p> <ul style="list-style-type: none"> • Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. • Pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. 	<ul style="list-style-type: none"> • Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. • Pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.
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Computing	Computing systems and networks – Technology around us	Creating media – Digital painting	Programming A – Moving a robot	Data and information – Grouping data	Creating media – Digital writing	Programming B - Programming animations
	<ul style="list-style-type: none"> -To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly 	<ul style="list-style-type: none"> -To describe what different freehand tools do -To use the shape tool and the line tools -To make careful choices when painting a digital picture -To explain why I chose the tools I used -To use a computer on my own to paint a picture -To compare painting a picture on a computer and on paper 	<ul style="list-style-type: none"> -To explain what a given command will do -To act out a given word -To combine forwards and backwards commands to make a sequence -To combine four direction commands to make sequences -To plan a simple program -To find more than one solution to a problem 	<ul style="list-style-type: none"> -To label objects -To identify that objects can be counted -To describe objects in different ways -To count objects with the same properties -To compare groups of objects -To answer questions about groups of objects 	<ul style="list-style-type: none"> -To use a computer to write -To add and remove text on a computer -To identify that the look of text can be changed on a computer -To make careful choices when changing text -To explain why I used the tools that I chose -To compare typing on a computer to writing on paper 	<ul style="list-style-type: none"> -To choose a command for a given purpose -To show that a series of commands can be joined together -To identify the effect of changing a value -To explain that each sprite has its own instructions -To design the parts of a project -To use my algorithm to create a program
Music	Gospel	Christmas Production	African - Funk World Music	Pop/Rock	Hip Hop/Reggae	Reflect/Recap History of music
	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and detuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
PSHE	Emotion & Staying Safe	Keeping Healthy & Computer Safety	Being Responsible & Hazard Watch	Computer Safety & Emotions	Our World	Relationships



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'Let Your Light Shine'

