



# Year 1 Curriculum Overview



## Maths

### Number: Number & Place Value

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.

### Number: Addition & Subtraction

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

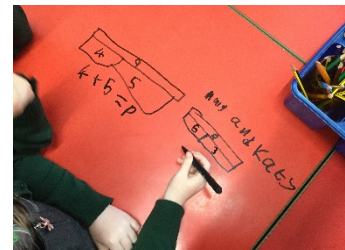
Represent and use number bonds and related subtraction facts within 20.

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  $7 = \square - 9$ .

### Number: Multiplication & Division

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.





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### Number: Fractions

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

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: heights; mass/weight; capacity and volume; time

lengths and (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.

### Geometry: Properties of Shapes

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]

### Geometry: Position & Direction

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.



## Literacy



### Reading

Learn the 40+ main speech sounds in English and the letters that represent them.

Blend sounds together to form words.

Read aloud when reading books that contain familiar letter sound patterns.

Listen to, and talk about a range of stories,



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## TERMLY OVERVIEW



poems and non-fiction texts.

Learn about popular fairy tales and folk stories, and retell the stories.

Join in with repeated phrases in familiar books.

Make predictions about what might happen next in a book.

Explain clearly what has happened in a book they've read or listened to.

### Writing

Hold a pen or pencil in the correct and comfortable way.

Name the letters of the alphabet in order.

Write lower-case letters starting and ending the right place.

Write capital letters, and the digits 0 to 9.

Spell simple words containing the main sounds they've learned in reading.

Spell the days of the week.

Learn to write words with common endings, such as -ed, -ing, -er and -est.

Plan out sentences aloud before writing them.

Write simple sentences, and those using joining words such as 'and'.

Begin to use full stops and capital letters for sentences.

Combine some sentences to make short descriptions or stories.



in



### Fiction

- Stories with familiar settings
- Stories from a range of cultures including traditional and fairy stories
- Stories about fantasy worlds

### Non-Fiction

- Labels, lists and signs
- Instructions
- Information texts
- Recounts
- Letters and postcards

### Poetry

- Poems on a theme
- Songs and repetitive poems
- Humorous poems

### **History**

#### Changes within living memory

Looking at how toys, food and travel has changed, learning about how their bodies have changed since they were babies and their family tree.





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	<p><u>The lives of significant individuals</u> The lives of significant others including people such as Neil Armstrong and Captain Blackbeard. Comparing the lives of different famous people. Learning about famous explorers and learning about space and sea travel.</p> 
<b>Geography</b>	<p><u>Our world</u> Name and locate the world's seven continents and five oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Use a globe to locate where famous explorers went.</p>  <p>Explore aerial views using google earth and compare Saltash with Plymouth. Know what a human and physical feature of a place looks like.</p> 
<b>Science</b>	<p><u>Animals including humans</u> Identify and name common animals (fish, amphibians, reptiles, birds, mammals). Identify and name common herbivores, carnivores and omnivores. Identify, name, draw and label common body parts and say which part associated with each sense.</p>  <p><u>Everyday materials</u> Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal and rock.</p> <p><u>Seasonal changes</u> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Plants</u> 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 of</p> 



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<b>RE</b>	<p>common flowering plants including trees.</p> <p><u>God</u> What do Christians believe God is like?</p> <p><u>Incarnation</u> Why does matter to Christians? Christmas</p> <p>What symbols can we find in our local church and what do they mean?</p> <p>Is Shabbat important to Jewish children?</p> <p>Does celebrating Chanukah make Jewish children feel close to God?</p>   
<b>ICT</b>	<p>Children will learn how to programme robotic toys such as bee-bots and blue-bots. They will create maps and routes for the robotic toys to follow.</p> <p>Children will learn how to use a video camera and take a photograph on an Ipad. They will film themselves to make a TV programme and create their own movie using movie maker.</p> <p>Children learn how to use a paint programme on the Ipad and the computer. They will learn how to create and edit images using the computer.</p> <p>During the year children will use everyday devices such as talk cans, microphones, microwaves etc. to develop their use of ICT in our ever changing world.</p> <p>Children will learn how to be safe on the internet and will learn how to use the internet to search for images.</p> 



# BISHOP CORNISH SCHOOL

## TERMLY OVERVIEW



### PE



Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

Perform dances using simple movement patterns.



### DT

Linked into our topic work the children will develop skills in ....

#### Design

Designing purposeful, functional, appealing products for themselves and other users based on design criteria

Generating, developing, modelling and communicating their ideas through talking, drawing, templates and mock-ups.



#### Making

Selecting from and using a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] and choosing a wide range of tools according to their purpose. They will explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.



#### Evaluating

Exploring and evaluating a range of existing products.



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	<p>Evaluating their ideas and products against criteria.</p> <p><u>Cooking and nutrition</u> Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</p>	design 
<b>Art</b>	<p>Children will use a range of materials creatively to design and make products. They will use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. During their learning they will find out about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and make links to their own work.</p>	
<b>Music</b>	<p>In year 1 children will use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will play tuned and untuned instruments musically. They will have opportunities to listen with concentration and understanding to a range of high-quality live and recorded music</p>	



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