

SUBSTANTIATING THE WIDER CURRICULUM

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **YEAR 1**

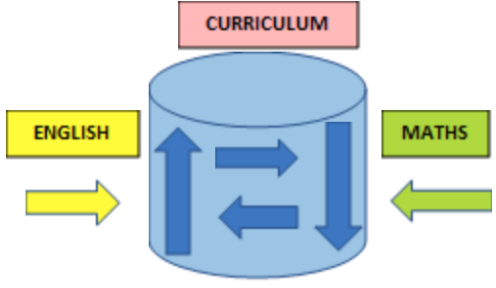

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
<ul style="list-style-type: none"> Compare artefacts (toys) from different time periods, identifying similarities and differences. Identify significant events in their history. Name the first person to reach the South Pole. Name the people who invented the aeroplane. Explain what Amelia Earhart is known for. Name 3 important nurses. Explain how Florence Nightingale improved the way hospitals are run. Place artefacts on a timeline. Observe or handle evidence to ask questions about the past. 	<ul style="list-style-type: none"> Name and locate the 4 countries of the UK. Identify key human and physical features of the local area, using simple field work. Use compass directions (NESW) and follow directions. Name and locate some of the 7 continents and 5 oceans. Know what the equator is. Know which parts of the world are hot and which are cold. Explain what an island is. Name the layers of the ocean. Describe some features of the Galapagos Islands. Make observations about where things are. Recognise that a map is about a place. 	<ul style="list-style-type: none"> Use a pencil to create different lines and shapes in artwork. Use the correct paint brush to complete a painting to a high quality. Know names of all the colours – introduce mixing of colours to make new colours. Cut, roll, and coil materials. Create and repeat patterns in print. Extend the variety of drawing tools to include charcoal and felt tips. Explain what I see and give an opinion about a piece of art. Use IT to create a picture. 	<ul style="list-style-type: none"> Use own ideas to make something. Create a simple plan before making. Describe how something works and use simple measurements in construction. Make a product which moves. Make my model stronger. Explain to someone else how I want to make my product. Choose appropriate resources and tools. Cut food safely.
SCIENCE (Teach discretely but link where relevant)	CORE SKILLS Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
PLANTS: (vocabulary in bold) <ul style="list-style-type: none"> Name a variety of common wild and garden plants, inc. deciduous & evergreen trees. Identify & describe basic plant structure inc. trees – root, branch, trunk, leaf, petal, stem. ANIMALS INCLUDING HUMANS: <ul style="list-style-type: none"> Identify & name a variety of animals inc. fish, amphibians, reptiles, birds and mammals. Carnivores, herbivores, omnivores. Describe & compare structure of animals inc. humans – fish, amphibians, reptiles, pets EVERYDAY MATERIALS: <ul style="list-style-type: none"> Distinguish between object & material made from – wood, metal, plastic, glass, rock SEASONAL CHANGE: (name seasons) <ul style="list-style-type: none"> Observe change across the four seasons. Weather & day length varying with seasons. 	READING <ul style="list-style-type: none"> Secure with year group phonic expectations. Identify which words appear again and again. Recognise & join in with predictable phrases. Relate reading to own experiences. Re-read if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title, events and make predictions on what has been read. Read aloud with pace and expression, e.g., pause at full stop; raise voice for question. Recognise – capital letters, full stops, question marks, exclamation marks. Know the difference between fiction and non-fiction texts. 	WRITING <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly. Write clearly demarcated sentences. Use 'and' and join ideas. Use conjunctions to join sentences. Use standard forms of verbs, e.g. go/went Introduce use of – capital letters, full stops, question marks, exclamation marks. Use capital letters for names and personal pronoun 'I'. Write a sequence of sentences to form a short narrative as introduction to paragraph. Use correct formation of lower-case letters – finishing in the right place. Correct formation of capital letters & digits. 	MATHS <ul style="list-style-type: none"> Count in multiples of 2, 5 and 10. Count, read write numbers to 100. Say what is one more or one less than any number. Read and write numbers from 1 to 20 in numerals and words. Recognise all coins. Recognise and can name the 2D shapes: circle, triangle, square and rectangle. Recognise and can name the 3D shapes: cuboid, pyramid, sphere. Name the days of the week, months of year. Tell time to o'clock and half past the hour Recognise, find, and name a half and quarter of an object, shape or quantity.

HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 1

What if you could go back in time?	Who are our neighbours?	Antarctica- Where is it?	What if we didn't have aeroplanes?	Superheroes – Do they live amongst us?	What if you got lost at sea?
<ul style="list-style-type: none"> Family trees, own past & changes over time Significant events in history 	<ul style="list-style-type: none"> My route to school, my school, my locality, shops Where do I live- street, city/town. 	<ul style="list-style-type: none"> Continents & Oceans Hot and Cold Countries Equator/Poles 	<ul style="list-style-type: none"> Deveolpment of flight First flights: aeroplane, helicopter, space Wright brothers Amelia Earhart 	<ul style="list-style-type: none"> How hospitals have changed over time Mary Seacole Florence Nightingale Edith Cavell 	<ul style="list-style-type: none"> Oceans Ocean landscapes, living things and their habitats Underwater exportation Galapagos Island

<ul style="list-style-type: none"> Toys have changed over time Compare 2 time periods 	<ul style="list-style-type: none"> UK – Countries, capital cities, landmarks etc. Map work 	<ul style="list-style-type: none"> Animals, Landscapes, human and physical features of each continent 	<ul style="list-style-type: none"> Passenger travel 	<ul style="list-style-type: none"> Pascal Soriot /Sarah Gilbert - instrumental in the development of Oxford-AstraZeneca Covid vaccine. 	<ul style="list-style-type: none"> Charles Darwin
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EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY		CURRICULUM SCHEMA
MUSIC	GAMES <ul style="list-style-type: none"> Can throw underarm. Can hit a ball with a bat. Can move and stop safely. Can throw and catch with both hands. Can throw and kick in different ways. GYMNASTICS <ul style="list-style-type: none"> Can make my body curled, tense, stretched and relaxed. Can control my body when travelling and balancing. Can copy sequences and repeat them. Can roll, curl, travel, balance in different way 	HISTORY	GEOGRAPHY	<ul style="list-style-type: none"> ❖ Link Learning through topics and subjects. ❖ Ensure progression of skills and knowledge. ❖ Consolidate & revise skills and knowledge. ❖ Reinforce Key specific vocabulary. 
LANGUAGES (MFL) Optional	VALUES			CULTURAL CAPITAL
<ul style="list-style-type: none"> Join in with songs and rhymes. Respond to a simple command. Answer with a single word. Answer with a short phrase. Ask a question. Name people, places and objects. Use set phrases. Choose the right word to complete a phrase. Read and understand single words. Read and understand short phrases. Use simple dictionaries to find the meaning of words. Write single words correctly. Label a picture. Copy a simple word or phrase. 	SCHOOL VALUES: Y1 <ul style="list-style-type: none"> Listening Speaking Problem Solving Staying Positive CHRISTIAN VALUES: <ul style="list-style-type: none"> Trust Friendship Respect BRITISH VALUES: <ul style="list-style-type: none"> Democracy Rule of Law Individual Liberty Respect & Tolerance 			<p>Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their: -</p> <p>Core skills in English and Maths</p> <p>Creativity – Art & Design, DT, Expressive Arts</p> <p>History and Heritage – History, Cultural heritage</p> <p>Understanding the World – Geog., Current Affairs</p> <p>Discovery – Science, Technology/Computing</p> <p>Values and Personal Skills – inc. British Values.</p> <p>Courageous Advocacy* – subsume aspects of CA into the Year 1 wider curriculum themes</p>
DANCE AND DRAMA		PSHE – (JIGSAW)		COMPUTING
		Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital BEING IN MY WORLD - Feeling special and safe, being part of a class, Rights and responsibilities, rewards and feeling proud, Consequences		<ul style="list-style-type: none"> Use and program programmable toys.

<p>DANCE</p> <ul style="list-style-type: none"> • Move to music. • Copy dance moves. • Perform my own dance moves. • Make up a short dance. • Move safely in a space. <p>There are a wide range of opportunities where dance and drama can be linked to cross curricular themes – e.g., Dances from different continents. Dances from different UK countries. Acting out an event or a famous person who helped us from history, e.g., Florence Nightingale, provides further opportunities for the children to express themselves and develop confidence, individually and within a group.</p>	<p>DRAMA</p> <ul style="list-style-type: none"> • Dress as characters from a story or event • Improvise a scene from an event. • Hot seat –questioning • character from event • #Interview each other in character 	<p>CELEBRATING DIFFERENCES -Similarities and differences, understanding bullying and knowing how to deal with it, making new friends, Celebrating the differences in everyone</p> <p>DREAMS & GOALS- Setting goals, identifying successes and achievements, working well and celebrating achievement with a partner, tackling new challenges, Identifying and overcoming obstacles, feelings of success</p> <p>HEALTHY ME-Keeping healthy, lifestyle choices, keeping clean, being safe, road safety, linking health and happiness</p> <p>RELATIONSHIPS- Belonging to a family, friendship, physical contact preferences, people who help us, self-acknowledgement</p> <p>CHANGING ME- Life cycles (animal & human), changes in me, differences between female & males, coping with change, linking growing and learning, transition</p>	<ul style="list-style-type: none"> • Be creative in illustrating an e book – using Paint 2Paint a Picture. • Find images using the web and use a web browser to research simple information. • Produce a talking book, collaborating using e.g. PowerPoint & 2Create a Story • Creating a card electronically – using PowerPoint, Word and Paint • Use technology to create, organise, store, manipulate and retrieve digital content select, use and combine a variety of software on a range of digital devices
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