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| How can I help?   |  | | --- | | * Listen to your child read their Read Write Inc book that is sent home every Thursday. * Read a wide range of books to your child, including poetry and discuss with them any vocabulary you think they might not know or understand. * Practise writing their surname as well as their first name. * Help your child to be able to say the alphabet and know the name of each letter (as well as its sound). * Practise counting forwards and backwards to 20, starting at different numbers. * Practise writing numbers the correct way around. * Help your child to practise number bonds to 7 e.g. 5 + 2 = 7, 4 + 2 = 6. | |  | Frome Valley  CE First School    Curriculum  Statement |

**Year 1 Curriculum Overview**

**Please look on our website for more information of our curriculum (including topics) and our knowledge organisers.**

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| **English:**   * Leaving spaces between words. * Capital letters to demarcate sentences. * Full stops to demarcate sentences. * Naming the letters of the alphabet in order. * Forming lower case letters correctly. * How words can combine to make sentences. * Capital letters for names of people, places and for the personal pronoun I. | | **History:**   * Describe historical events * Place events and artefacts in order on a timeline * Describe significant people from the past * To show understanding of war and peace * Identify some of the different ways the past has been represented * Show a simple understanding of what is parliament * Label timelines with words: past, present, older and newer | | | **Design & Technology:**   * Cut materials safely using tools provided. * Practise gluing materials to make and strengthen products. * Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). |
| Maths:   * Sorting and counting objects * Recognising numbers as words * Count on from any number * 1 more, 1 less, fewer, more, same, less than, greater than, equal to * Part, part whole model * Writing number equations for addition and subtraction * Number bonds within 10 * Addition: add together, add more, addition problems * Subtraction: crossing out, using a number line * Recognising, sorting and naming 2D and 3D shapes | | **Geography:**   * Understand geographical similarities and differences * Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). * Use compass directions (North, South, East and West) and locational language (near and far) * Identify seasonal and daily weather patterns in the United Kingdom * Ask and answer geographical questions * Use basic geographical  vocabulary to refer to: key physical features including weather | | | **PE:**   * Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern. * Catch a large ball without cradling or trapping it against the body. * Make simple decisions, e.g. which target to aim for. * Use the terms 'opponent' and 'teammate'. * Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what, e.g. how much force to use when aiming at a target. * Decide when and where to pass. * Keep possession by passing and receiving a ball. * Recognise space on a court or pitch. * Perform locomotion skills (running, jumping, hopping, skipping, etc.) using a mature pattern. * Catch a large ball without cradling or trapping it against the body. * Dribble a ball with hands or feet, while moving slowly in their own space. * Jump and land safely. * Change direction. * Remember, repeat and be able to refine movements in a sequence. * Climb safely on equipment. * Jump in a variety of ways (straight jump, tuck and star jump) and land with increasing control and balance. * Take some weight on hands, e.g. in a bunny hop. * Set up apparatus safely. * Vault on to a bench. * Make decisions on the choice of actions to be performed ensuring smooth links. * Strike a ball off a tee with a bat. * Strike a ball with a short-handed bat. * Throw underarm in a mature pattern. * Send an object towards a target. * Change direction. |
| **Science:**   * Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. * Identify and describe the basic structure of a variety of common flowering plants, including roots, stem, leaves and flowers. * Observe changes across the four seasons. * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock * Describe the simple physical properties of a variety of everyday materials | **RE:**   * Recognise one of the big stories/ concepts from the Bible * Make a link between a religious text and a key concept studied * Think and talk about whether the text has something to say to them, exploring different ideas * Give an example of how religious concepts and texts guide beliefs * Make a link between a religious text and a key concept studied * Describe some of the values held by communities or individuals * Describe, in simple terms, how people of different faiths show their beliefs in worship and in the way they live * Describe some of the teachings and main festivals or celebrations of a religion * Identify the things that are important in their own lives and compare these to religious beliefs and texts | | | **Art & Design:**   * Use thick and thin brushes * Mix primary colours to make secondary * Add white to colours to make tints and black to colours to make tones * Use some of the ideas of artists studied to create pieces * Describe the work of notable artists, artisans and designers * •Explore ideas and collect visual information * Explore different methods and materials as ideas develop |
| **Computing:**   * 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 * Use technology purposefully to create, organise, store, manipulate, and retrieve digital content | **PSHCE:**   * I understand my rights and responsibilities for being a member of my class and school * I can identify similarities and differences between people in my class * I know some ways I am different from my friends. * I can tell you what is bullying | | **Music:**   * Respond to pulse in music and encourage recognise changes in loudness and speed * Sing a large repertoire of songs and rhymes * Learn to match the pitch of the person singing * Create own songs or improvise a song around one they know. * Create a mixture of different sounds that are loud and quiet. * Explore a range of percussion instruments and play them to make different tones.. * Recognise their different tone quality. | |