

# Curriculum Overview for Year 1 Summer 2022-2023

<p><b>English: Narrative, Explanation, Recount, Poetry</b></p> <p>I can use an exclamation mark.</p> <p><b>I can tell you where I might use a capital letter, full stop, question marks or exclamation marks in my work.</b></p> <p>I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.</p> <p><b>I am beginning to use a question mark and an exclamation mark.</b></p> <p><b>I can use capital letters for names of people, places, and days of the week.</b></p> <p>I can add endings such as -ing and -ed to words to make new words.</p> <p><b>I can use the grammar rules set out</b></p>	<p>in the Year 1 grammar list.</p> <p><i>I can use a full range of Year 1 punctuation mostly correctly.</i></p> <p><i>I can independently edit and improve my writing.(e.g. vocabulary and spelling)</i></p> <p><b>I can write a text by thinking of a list of sentences in the order I need</b></p> <p>I can tell you how some letters are similar and can be put into groups.</p> <p>I can use letter names to distinguish between alternative spellings of the same sound.</p> <p><b>I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped and helper.</b></p> <p>I know consonant and vowel diagraphs and</p>	<p>the sounds they represent.</p> <p><b>I know words with adjacent consonants.</b></p> <p>I can spell some unusual words.</p> <p><b>I can spell words correctly in my year 1 spelling list</b></p> <p><i>I can consistently use and apply words containing 40+ phonemes and the year 1 common exception words.</i></p> <p>I can retell a known story and remember the main characters</p> <p>I listen carefully to things other people have to say in a group</p> <p>I join in with conversations in a group</p>	<p><b>Science 1: Why can I play out for longer in the summer ?</b></p> <ul style="list-style-type: none"> <li>Can they <b>observe</b> changes across the four seasons?</li> <li>Can they <b>name</b> the four seasons in order?</li> <li>Can they <b>observe</b> and <b>describe</b> weather associated with the seasons?</li> <li>Can they <b>observe</b> and <b>describe</b> how day length varies?</li> </ul>	<p><b>Science 2: Are we super humans?</b></p> <p>Can they <b>name</b> the parts of the human body that they can see?</p> <p>Can they <b>draw &amp; label</b> basic parts of the human body?</p> <p>Can they <b>identify</b> the main parts of the human body and link them to their senses?</p> <p>Can they <b>name</b> the parts of an animal's body?</p> <p>Can they <b>name</b> some parts of the human body that cannot be seen?</p> <p>Can they <b>say</b> why certain animals have certain characteristics?</p>
<p><b>Maths</b></p> <p><b>Number and Place Value</b></p> <p><b>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</b></p> <p><b>Count, read and write numbers from 1-100 in numerals and words.</b></p> <p><b>Given a number, identify one more and one less to 100.</b></p> <p><b>Four operations</b></p> <p><b>Represent and use number bonds and related subtraction facts within 20.</b></p> <p><b>Add and subtract one-digit and two-digit numbers to 20, including zero.</b></p> <p>Read, write and interpret mathematical statements involving addition (+) subtraction (-) and equals (=) signs.</p> <p><b>Solve one-step problems that involve addition and subtraction up to 20, using concrete objects and pictorial representations leading to abstract recording, and missing number problems.</b></p>	<p><b>Count in multiples of twos, fives and tens.</b></p> <p>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.</p> <p><b>Length</b></p> <p><b>In practical contexts, compare and describe: lengths and heights.</b></p> <p>Measure and record pictorially, using non-standard unit of measurement: lengths and heights.</p> <p><b>Multiplication and division</b></p> <p><b>Count in multiples of two, five and ten.</b></p> <p>Solve one-step problems involving multiplication and division for the 2, 10 &amp; 5 multiplication tables, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><b>Fractions</b></p> <p><b>In practical contexts, recognise, find and name a half as one of two equal parts of an object or shape.</b></p> <p><b>Recognise, find and name a half as one of two</b></p>	<p>equal parts of a quantity, by sharing using concrete objects and pictorial representations.</p> <p><b>Measurement</b></p> <p><b>Recognise and know the value of different denominations of coins and notes.</b></p> <p><b>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</b></p> <p><b>In practical contexts, compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]</b></p> <p>Measure and begin to record using simple non-standard units mass/weight. <b>In practical contexts, compare, describe and solve practical problems for capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</b></p> <p>Measure and begin to record using simple non-standard units capacity and volume.</p>	<p><b>PE: Physical cog</b></p> <p>I can perform a small range of skills and link two movements together.</p> <p>I can perform a single skill or movement with some control.</p> <p>I can move confidently in different ways.</p>	<p><b>RE</b></p> <p>I can retell the story of creation from Genesis 1:1-2:3</p> <p>I can recognise that 'Creation' is the beginning of the 'big story' of the bible</p> <p>I can say what the story tells Christians about God, Creation and the World</p> <p>I can give at least one example of what Christians do to say 'thank you' to God for Creation</p> <p>I can show that I've learnt something for myself by living in an amazing world by talking to others or asking questions</p>
<p><b>History: Could you be a king or queen?</b></p> <ul style="list-style-type: none"> <li>I can <b>recognise</b> that we have a king and queen who rules us and that Britain has had a king or queen for many years.</li> <li>I can begin to <b>identify</b> the main differences between old and new objects.</li> <li>I can answer questions by <b>observing</b> an artefact/ photograph provided.</li> <li>I can <b>reason</b> why I think a story was set in the past.</li> <li>I can <b>recall</b> an important historical event that happened in the past.</li> </ul>	<p><b>Geography: What are the seasons?</b></p> <ul style="list-style-type: none"> <li>I can answer some questions by <b>selecting</b> different resources, such as books, the internet and atlases.</li> <li>I can <b>recall</b> information about the weather.</li> <li>I can <b>observe</b> and keep a weather chart.</li> <li>I can <b>describe</b> how the weather changes with each season.</li> <li>I can begin to give <b>reasons</b> about why I would wear different clothes at different times of the year.</li> <li>I can <b>identify</b> the four countries making up the United Kingdom.</li> <li>I can <b>recall</b> some of the main towns and cities in the United Kingdom.</li> <li>I can <b>identify</b> where the equator, north pole and south pole are on a globe or atlas.</li> </ul>	<p><b>Design and Technology:</b></p> <p><b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>I can make a product which moves.</li> <li>I can cut materials using scissors.</li> <li>I can describe the materials using different words.</li> <li>I can say why I have chosen moving parts.</li> </ul>	<p><b>Music</b></p> <p><b>What Songs Can We Sing to Help Us through the Day</b></p> <p>Singing songs rhymes and activities based on skills and range developed.</p> <p>To use the combined musical dimensions of pitch, duration and tempo within simple structures.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen and understand a range of live &amp; recorded music.</p>	
		<p><b>Art:</b></p> <p><b>Collage and textures</b></p> <ul style="list-style-type: none"> <li>I can <b>create</b> textured pieces.</li> <li>I can <b>select, describe</b> and <b>explore</b> appropriate materials to create different textures.</li> <li>I can <b>observe</b> and <b>describe</b> teacher led idea modelling through discussion.</li> <li>I can <b>explore</b> sketchbooks voluntarily to record thoughts and ideas and experiment with materials.</li> </ul>		