

## The curriculum in Year One

### English

The overarching aim for English at St Adrian's is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Our curriculum for English in Year One aims to ensure that all children:

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- use phonic skills and keyword recognition to read with increasing fluency and intonation and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- articulate their ideas and structure them in speech and writing
- use the school handwriting font to write clearly, accurately and coherently, rereading to check for meaning and adapting language and style for a range of contexts, purposes and audiences



Where possible, our aims for English are achieved by making connections with other curriculum areas and providing children with purposeful contexts in which to extend their learning.

### Maths

In Year One, children learn to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

Pupils are taught to apply their mathematics skills to solve both routine and non-routine problems, including persevering and breaking down more complex problems into a series of simpler steps.

Through frequent and varied practice using practical apparatus, pupils develop fluency in the fundamentals of mathematics by learning to:

- count, read and write numbers to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number



- count in multiples of twos, fives and tens
- 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, 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, subtraction, multiplication and division by calculating the answer using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$
- recognise, find and name a half/quarter as one of two/four equal parts of an object, shape or quantity
- recognise and know the value of different denominations of coins and notes
- compare, describe and solve practical problems involving measuring and recording length, height, mass/weight, capacity, volume and time
- sequence events in chronological order 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
- recognise and name common 2-D and 3-D shapes
- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Pupils develop their numeracy and mathematical reasoning in a range of subjects, including science, so that they understand and appreciate the importance of mathematics.

## Science

Through the use of first-hand practical experiences and sources such as books, photographs and videos, Year One children develop a sense of excitement and curiosity about natural phenomena. They develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. Working scientifically in this way, Year One children build up a body of key foundational knowledge and concepts as well as scientific language by clearly describing what they see, predicting how things will behave and analysing causes, beginning to give reasons.

Our science curriculum in Year One is taught through four themes that are developed throughout the year.

In **Plants**, children explore the outside environment by planting and caring for bulbs, seeds and plants. They learn to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They also describe and label the basic structure of a variety of common flowering plants, including trees.

Through the theme of **Seasons**, children observe changes across the four seasons. They observe and describe weather associated with the seasons and notice how day length varies.

Through **Animals**, children name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Children explore pet and wild animals, learning to name, describe and compare the structure of a variety of common animals including fish, amphibians, reptiles, birds and mammals. They also classify animals by identifying what they eat to find out if they are a carnivore, herbivore or omnivore.

In **Everyday Materials**, children distinguish between an object and the material from which it is made. They learn to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Children also learn to compare and group together a variety of everyday materials by describing their simple physical properties.

### Religious Education

Throughout the school, we follow the **Come and See** scheme of work, which covers an extensive range of theological studies. As well as learning through weekly RE sessions, this thematic approach enables RE to be taught through other subject areas, thereby providing the children with opportunities to make connections.

The themes for Year One are Families, Belonging, Waiting, Special People, Meals, Change, Holidays and Holydays, Being Sorry and Neighbours. In addition, children in Year One also learn about Judaism and other major world religions, choosing each year from Islam, Sikhism and Buddhism.

### Computing

In Year One, children improve their keyboard and mouse skills by learning to log on and off, access and use programs and type independently.

Our computing curriculum is supported by the **Switched on Computing** resource. The children's learning is developed through projects that include creating images using an art package, programming a toy, recording and organising images, filming an activity, creating a card using digital images, finding and using images on the web and recording sounds. As part of their computing learning, children are also encouraged work collaboratively, reflect on their work and act on any feedback received.

In learning about e-safety, children become responsible, competent, confident and creative users of information and communication technology and learn what to do if they encounter something that causes concern.

### History

In Year One, children develop an awareness of the past, using common words and phrases relating to the passing of time. Through the topic of **Toys, old and new**, children learn about aspects of life in different periods and changes in living memory by interviewing family members about their favourite toys and using the internet to research teddies.

Children learn about key events and individuals in the past beyond living memory that are significant nationally such as **Mary Seacole/Florence Nightingale, Guy Fawkes** and **Grace Darling**.

### Design and technology

Through a variety of creative and practical activities, pupils explore real objects, using this information to design and plan a product that they can talk about. They use a range of tools and equipment to develop their skills of cutting, shaping, joining and finishing different materials when making their products. Children evaluate what they have made and reflect on how it could be improved. Projects during the year include exploring using mechanisms such as a lever or slider when making a teddy with a moving part and exploring how structures can be made stronger, stiffer and more stable when building models such as houses.

## PE

Our PE curriculum in Year One is taught by both the class teacher and our PE coach.

Children learn to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. They begin to apply these in a range of activities by participating in team games. Children learn to perform dances using simple movement patterns and also develop control, strength and balance through working on the large apparatus, both inside and out.



## Geography

In Year One, children study the geography of their school and its grounds and identify the key features of the environment. Children learn to use geographical vocabulary that refers to physical features such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. They also learn to use vocabulary associated with human features such as city, town, village, factory, farm, house, office, port, harbour and shop. The geography themes link closely to the science curriculum and children will talk about the weather and begin to identify daily and seasonal weather patterns.

Through talking about the places that they visit on holiday, children in Year One develop knowledge about the world, the United Kingdom and their locality. They learn to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, use simple compass directions (North, South, East and West) and begin to name and locate some continents and oceans in the world. Children use world maps, atlases and globes and create their own maps that include simple symbols and a key.

Through the story of *Handa's Surprise*, children learn about hot areas of the world and compare a village in Africa with St. Albans.

When studying *Polar Regions*, children learn about cold areas of the world, including the North and South Poles.

## Art and design

The art and design curriculum in Year One gives the children the time and inspiration to use a range of materials creatively to design and make products through drawing, painting and sculpture and also improve techniques using colour, pattern, texture, line, shape, form and space. Children learn about the artwork of different artists and use this to inspire, develop and create their own ideas and imagination. By finding out about the creations of *Matisse*, *Paul Klee* and *Andy Goldsworthy* the children explore the themes of shape, houses and art made in the environment from natural objects.

Children learn to use sketch books to record their observations and to use them to review and revisit ideas.