

“We live, learn and love in His way.”



Holy Family RC Primary School

Curriculum information for Parents and Carers

Year 1

There is a requirement for all schools to publish the outline curriculum for each year group on their website. It is impossible to publish details of every aspect of the curriculum. This document outlines the key content. Staff will always be very happy to discuss the content of the curriculum in more detail with any parent or carer. It should be noted, that the details below are the ‘standard curriculum’ requirements; we constantly differentiate these to support and extend all pupils.

	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words. • Respond speedily with the correct sound to graphemes. • Know some alternative phonemes for graphemes. • Identify which words appear again and again or have been read previously. • Read accurately by blending sounds in unfamiliar words. • Relate reading to own experiences. • Re-read if reading does not make sense. • Read phonetically decodable texts with confidence. • Make predictions on basis of what has been read. • Make inferences on basis of what is being said & done. • Read aloud with pace & expression, i.e. pause at full stop; raise voice for question. • Know difference between fiction and non-fiction texts.
	<ul style="list-style-type: none"> • Say out loud what is to be written, orally composing sentences before writing them. • Write clearly demarcated sentences. • Show evidence of: <ul style="list-style-type: none"> Capital letters. Full stops. Question marks. Exclamation marks. • Use capital letters for names & personal pronoun ‘I’. • Use ‘and’ to join ideas. • Use conjunctions to join sentences (e.g. so, but). • Sequence sentences to form short narratives. • Use standard forms of verbs, e.g. go/went. • Use correct formation of lower case – finishing in right place. • Use correct formation of capital letters. • Use correct formation of digits.
	<ul style="list-style-type: none"> • Count to & across 100, forwards & backwards from any number in 1s. • Count in multiples of 2, 5 & 10 to 100. • Read & write numbers to 100 in digits. • Read & write numbers to 20 in words. • Say 1 more/1 less than a given number to 100. • Use bonds & subtraction facts to 20.

	<ul style="list-style-type: none"> • Read write and interpret mathematical signs such as = + - • Add & subtract 1 digit & 2 digit numbers to 20, including zero. • Solve simple multiplication & division with apparatus & arrays. • Recognise half and quarter of object, shape or quantity. • Use language of day, week, month and year. • Tell time to hour & half past. • Recognise different values of coins. • Recognise and name common 2-D and 3-D shapes
	<ul style="list-style-type: none"> • Observe closely and use observations to suggest answers to questions. • Perform simple tests and record data. • Identify and name the parts of a plant. • Identify and compare a range of animals including humans labelling parts of their body. • Identify and name animals that are carnivores, herbivores and omnivores. • Identify and compare a variety of everyday materials describing their physical properties. • Observe changes across the four seasons describing weather associated with each.
<p>Religious Education</p> 	<ul style="list-style-type: none"> • We follow the Come & See scheme of work, click here to see the topics covered.
	<ul style="list-style-type: none"> • Use technology safely and understand where to go for help if they have concerns. • Create simple programs. • Debug simple programs. • Use reasoning to predict the behaviour of a simple program. • Understand what an algorithm is and how programs need to follow precise instructions. • Use technology to create store and retrieve digital content
	<ul style="list-style-type: none"> • Consider changes within living memory – explain what has changed since they were born. • Understand that some objects are from the past. • Understand chronological order and use words such as new, old and a long time ago. • Understand that we celebrate certain events, such as bonfire night, because of what happened many years ago. • Think about the main differences between old and new objects and explain why some objects were different in the past. • Give a reasonable explanation about what an object might have been used for in the past. • Think about events that happened beyond living memory that are significant either nationally or globally. • Find out about the lives of individuals in the past that may have made our lives better.
	<ul style="list-style-type: none"> • Think about our local area and discuss the good and bad points. • Describe our local area using words and pictures. • Answer some questions using different resources, such as books, the internet and atlases. • Describe the main features of a hot and cold place and think about their location in the world.

	<ul style="list-style-type: none"> • Explain how the weather changes with each season. • Explain why they would wear different clothes at different times of the year think about what they might wear if they lived in a very hot or a very cold place. • Locate where the equator, north pole and south pole are on a globe or atlas. • Use simple compass directions and directional language to describe the location of given features. • Identify the four countries making up the United Kingdom naming some of the main towns and cities in the United Kingdom. • Use basic vocabulary to talk about physical features such as cliffs and mountains and human features such as city and village. • Name key features associated with a town or village, eg, church, farm, shop, house.
<p>ART</p> 	<ul style="list-style-type: none"> • Use a range of materials to design and make products. • Use a range of materials to share their ideas creatively. • Develop painting, drawing and sculpture techniques sharing their ideas and thoughts. • Think about the work of artists describing the differences and similarities between their work. • Name the primary and secondary colours. • Think about the materials we could use and make an informed choice based on their understanding.
<p>DESIGN TECHNOLOGY</p> 	<ul style="list-style-type: none"> • Design purposeful products for themselves and other based on a given criteria. • Develop ideas through talking, drawing and creating models. • Select and use a range of tools and materials according to their properties and capability to perform a specific task. • Evaluate their products and compare against a criteria, considering how they could be made better. • Evaluate existing products.
<p>MUSIC</p> 	<ul style="list-style-type: none"> • Listen and respond to a range of quality live and recorded music. • Use our voices expressively by singing songs. • Begin to play tuned and untuned instruments combining different sounds.
<p>PE</p> 	<ul style="list-style-type: none"> • Master basic movements such as walking, running, catching and throwing. • Develop co-ordination and balance. • Co-operate with peers in team games. • Develop tactics for defending and attacking. • Learn, remember and perform simple dances. • Explore and perform basic actions using different parts of the body with control. • Choose appropriate movements for different dance ideas. • Describe how their lungs and heart work when partaking in physical activity.