



St Mary's
Colchester

Year 1

Curriculum Booklet



Introduction

This booklet is a guide to your daughter's current academic year, giving you an overview of the content of our curriculum at St. Mary's. Our curriculum has been devised to interest and engage your daughter, with the intention to help realise her potential. As with all the best teaching, it may be liable to changes as we respond to the questions, interests and particular needs of the girls, but it will give you a broad idea of the year ahead.

If you have any questions please speak with your daughter's class teacher or Mrs Zoe Wentworth, Assistant Director of Lower School (Academic).



Year 1 Yearly Overview for English

(Your daughter will be assessed against the following criteria)

Reading	Writing
<p>Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Reads accurately by blending sounds in unfamiliar words</p> <p>Reads common exception words.</p> <p>Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Develops pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;• Becoming very familiar with key stories, fairy stories and traditional tales. <p>Understanding both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none">• Checking that the text makes sense to them as they read.• As they read, correcting inaccurate reading.• Discussing the significance of the title and events; and• Predicting what might happen on the basis of what has been read so far.	<p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Writes sentences by:</p> <ul style="list-style-type: none">• sequencing sentences to form short narratives; and re-reading what has been written to check that it makes sense.• Spelling words containing each of the 40+ phonemes already taught.• Naming the letters of the alphabet in order.• Writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.• Introducing capital letters, full stops, question marks and exclamation marks to demarcate sentences.







Year 1 Yearly Overview for Mathematics

(Your daughter will be assessed against the following criteria)

<p>Number and place value Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given number.</p> <p>Counts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tens.</p> <p>Given a number, identifies one more and one less.</p> <p>Addition and subtraction Represents and uses number bonds and related subtraction facts within 20 Fractions (including decimals).</p> <p>Recognises, finds and names a half as one of two equal parts of an object, shape or quantity.</p>	<p>Measurement Compares, describes and solves practical problems for:</p> <ul style="list-style-type: none">• Lengths and heights, e.g. long/short, longer/shorter, tall/short, double/half.• Mass/weight, e.g. heavy/light, heavier than, lighter than.• Capacity and volume, e.g. full/empty, more than, less than, half, half full, quarter.• Time, e.g. quicker, slower, earlier, later. Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times. <p>Properties of shape Recognises and names common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none">• 2-D shapes: e.g. rectangles (including squares), circles and triangles.• 3-D shapes: e.g. cuboids (including cubes), pyramids and spheres.




Year 1 - Science

Topic / Area of study	Description	The skills the girls will develop through this topic
Seasonal Changes 	<p>The girls will use their observations to talk about changes in the weather and between seasons. This will be extended to weather and seasons around the world.</p>	<p>To work scientifically.</p> <p>To understand the Earth's movement.</p> <p>To observe the apparent movement of the sun during the day.</p> <p>To observe changes across the four seasons and how day length varies.</p>
Animals, including humans 	<p>This will lead into learning about a greater variety of living things.</p> <p>They will learn to classify all living things and go on to develop their knowledge of the structure of the individual animals.</p>	<p>Identify and name a variety of animals in their habitats.</p> <p>Identify, classify and ask simple questions.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>
Everyday materials 	<p>The girls will identify what a range of objects are made from.</p> <p>Through experiments they will look at and compare the properties of some materials. This leads onto the girls using their knowledge to decide which materials are better suited for specific functions.</p>	<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Identify, name, describe, classify and compare properties and changes.</p> <p>Look at the practical uses of everyday materials.</p>
Plants 	<p>The girls will engage with lots of practical experience to further their identification skills. They will enjoy a variety of nature walks to be able to identify and name different types of plants.</p>	<p>Identify and name a variety of common plants including garden plants, wild plants and trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants including roots, stem/trunk, leaves and flowers.</p>



Year 1 - History

Topic / Area of study	Description	The skills the girls will develop through these topics
Famous People incl Florence Nightingale 	Children will explore the lives of significant individuals from the past. They will learn about famous people who have made a lasting impact, such as Florence Nightingale. We journey back to the Crimean War, where the girls will meet the inspirational nurse and discover why she is such an iconic figure. Hospitals and nursing from the period will be compared to modern hospitals and the girls will learn how Nightingale's methods influenced modern nursing. This leads onto exploring the life and influences of Mary Seacole and why we increasingly recognize her valuable contribution. Pupils will compare past and present, developing an understanding of how lives and achievements shaped history. Through stories, role play, and discussion, children will build curiosity and empathy. This topic supports key skills in questioning, sequencing events, and using historical vocabulary.	<ul style="list-style-type: none">• To investigate and interpret the past.• To understand chronology.• To describe significant people from the past.• To place events and artefacts on a timeline.• To identify similarities and differences between ways of life in different periods.• To learn about changes in living memory.• To understand some of the ways in which we find out about the past.



Year 1 - Geography

Topic / Area of study	Description	The skills the girls will develop through these topics
My School	In this unit, children begin to explore maps and how they represent real places. They will look at simple aerial views to understand what places look like from above. Through fun fieldwork around the school, they will learn about their surroundings and will be introduced to using a compass to talk about directions like north and south. They will also look at maps of the school and talk about what they show and then they will have a go at drawing their own maps based on what they've seen. Finally, they will compare their school with another place.	<ul style="list-style-type: none">• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map• Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop• Name and locate the world's seven continents and five oceans.• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
The World	This unit will introduce world geography, building children's understanding of scale from the local area to the UK to the world. They will learn what continents and oceans are, what it is like in the North and South Pole and what the difference is between rainforests and deserts.	



Year 1 – Additional Subjects

RE

Topics to be covered:

- Special people
- Special places
- Special words and stories

PSHCEE/Philosophy

Topics to be covered:

- Feelings & Emotions - Jealousy
- The Working World – Growing in Our World
- Keeping / Staying Healthy - washing hands
- Relationships - Friendships
- Fire Safety - Hoax Calling
- Being Responsible – Water Spillage
- Computer Safety – Online Bullying
- Keeping/ Staying Safe – Road Safety

Computing

Topics to be covered:

- Intro to Purple Mash
- Creative Computing
- Data Explorers
- Animated Stories
- Making Beats (this will be linked to music lessons)
- Coding
- Create and Follow Instructions
- Technology Around Us



Languages
The girls will develop their base knowledge of French speaking and listening, increasing in confidence and fluency, continually improving their pronunciation. Amongst the topics they will be studying will be numbers, family members, pets and colour, the body, fruits, drinks and snacks. They will also work to develop their conversational skills. The girls will explore the differences between the cultural practices in the UK and French speaking countries.
Design and Technology
The girls will be designing a puppet. The girls will think about how to fix the puppet together by using running stitch to combine the fabric. Their creativity will be encouraged in their selection of colour and design. The girls will complete a STEM Lego project applying problem solving, critical thinking and spatial reasoning through hands-on building and design. They will work as a team to experiment with various solutions developing logical thinking. They will then make and evaluate their product.
Art and Design
The girls will experience a variety of different tools and materials this year, learning to use them with creativity and developing ability. They will look at the work of artists William Morris and Georgia O'Keefe, relating to the strands of drawing, painting, printing and textiles.
Music
<ul style="list-style-type: none">• To develop performance skills accurately following the melody• To be able to clap rhythmic patterns• To create a mixture of different sounds (long/short, loud/quiet, high/low)• To be able to identify the beat of a tune
PE
<ul style="list-style-type: none">• Uphold the spirit of fair play and respect in all competitive situations• To participate in team games, developing simple tactics for attacking and defending• To develop rolling, hitting, running, jumping, catching and kicking skills in combination• To move with some control and awareness of space in gymnastics and dance• To develop greater agility, co-ordination and balance• To be able to swim unaided
Forest School
Your daughter will have opportunities to develop her skills and knowledge in the following areas: Tool use, Ropes and Knots, Fires, Dens and Shelters, Tree climbing and Flora and Fauna. Personal, Social and Emotional Development is a constant feature throughout all of the sessions as the girls experience supported risk taking, physical challenges, working as part of a group, problem solving, choice, opportunities for reflection, solitude and discussion of feelings and emotions to promote self-awareness, social awareness and positive mental health.



Comment t'appelles-tu ?/Comment tu t'appelles ? Je m'appelle	What is your name/what are you called? I am called					au citron au caramel au cassis une boule deux boules Un petit pot Un cornet Je voudrais.. S'il vous plaît Merci Au revoir	Lemon Caramel Blackcurrant A scoop Two scoops A pot/tub A cone I would like.. Please Thank you Good bye
lundi mardi mercredi jeudi vendredi samedi dimanche	Monday Tuesday Wednesday Thursday Friday Saturday Sunday						
Quel est ton jour préféré ?	What is your favourite day?						
Mon jour préféré c'est....	My favourite day is....						