

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).



(Your daughter will be assessed against the following criteria)



Reading	Writing
Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Begins to form lower-case letters in the correct direction, starting and finishing in the right place Writes sentences by:
Reads accurately by blending sounds in unfamiliar words Reads common exception words.	 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.
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.	 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.
 Develops pleasure in reading, motivation to read, vocabulary and understanding by: 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. 	 Introducing capital letters, full stops, question marks and exclamation marks to demarcate sentences.
 Understanding both the books they can already read accurately and fluently and those they listen to by: 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. 	

Year 1 Yearly Overview for Mathematics

(Your daughter will be assessed against the following criteria)



Number and place value

Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given number.

Counts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tens.

Given a number, identifies one more and one less.

Addition and subtraction

Represents and uses number bonds and related subtraction facts within 20 Fractions (including decimals).

Recognises, finds and names a half as one of two equal parts of an object, shape or quantity.

Measurement

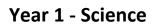
Compares, describes and solves practical problems for:

- 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.

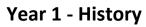
Properties of shape

Recognises and names common 2-D and 3-D shapes, including:

- 2-D shapes: e.g. rectangles (including squares), circles and triangles.
- 3-D shapes: e.g. cuboids (including cubes), pyramids and spheres.



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



1	1
3	Ni
1	11/2
	6-

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	 To investigate and interpret the past. To understand chronology.
	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,	 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.
	and using historical vocabulary.	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
The World	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. 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.	 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:

Year 1 – Additional Subjects



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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

- 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

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- 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 grater 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.



French							
French	Translation (English)	French	Translation (English)	French	Translation (English)	French	Translation (English)
Bonjour	Hello	Rouge	Red	Voilà -	There is -	C'est	lt's
Salut	Hi/goodbye	Bleu	Blue	Mon frère	My brother	J'aime les	l like
Au revoir	Goodbye	Vert	Green	Mon père	My father	C'est de quelle	What colour is it?
		Marron	Brown	Mon bébé	My baby	couleur?	
Ça va?	How are you?	Orange	Orange	Mon grandpère	My grandfather	Rouge	Red
Ça va	I'm okay	Jaune	Yellow	Ma mère	My mother	Vert	Green
Comme çi, comme	I'm So so	Violet	Purple	Ma soeur	My sister	Orange	Orange
ça/ Ça va.		Gris	Grey	Ma grandmère	My grandmother	Violet	Purple
Ça ne va pas	I'm not okay	Noir	Black	Moi	Me	Jaune	Yellow
Ça va mal	I'm not well	Blanc	White				
		Un cercle	A circle			Une pomme	Apple
Nombre:	Number:	Un carré	A square	J'ai -	I have -	Une poire	Pear
Un	One	Un rectangle	A rectangle	Un chien	A dog	Une pêche	Peach
Deux	Two	Un triangle	A triangle	Un chat	A cat	Une banane	Banana
Trois	Three	Une ligne	A line	Un oiseau	A bird	Une orange	Orange
Quatre	Four			Un cheval	A horse	Un citron	Lemon
Cinq	Five			Un poisson	A fish (gold)	les raisins	Grapes
Six	Six			(rouge)		Un melon	Melon
Sept	Seven	Joyeux Noël!	Happy Christmas!	Un lapin	A rabbit	Un kiwi	Kiwi
Huit	Eight			Une tortue	A tortoise	les fraises	Strawberries
Neuf	Nine			Une souris	A mouse	Un ananas	Pineapple
Dix	Ten						
Onze	Eleven					Les nombres 1-20	Numbers 1-20
Douze	Twelve						
Treize	Thirteen					Une glace	An icecream
Quatorze	Fourteen					à la vanille	Vanilla
Quinze	Fifteen					à la fraise	Strawberry
Seize	Sixteen					à la banane	Banana
Dix-sept	Seventeen					à la menthe	Mint
Dix-huit	Eighteen					à la pistache	Pistachio
Dix-neuf	Nineteen					au chocolat	Chocolate
Vingt	Twenty					au café	Coffee



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