Cunningham Hill Infant School Curriculum Coverage - Year 1

Year 1	**Autumn**		**Spring**		**Summer**	
TOPIC	This is ME!	What's your Super Power?	Spot the Difference	Toy Time Travellers	Why should we care?	An Adventure Awaits
Books	Naughty Bus Cave Baby Astro Girl	Send for a Superhero I want my hat back	Beegu The Odd Egg	Stanley's Stick	Lost and Found Dinosaurs and all that Rubbish	The Magic Bed Iggy Pec, Architect.
, English	Letters, diaries, non-chronological reports. Labels & captions. Writing own adventure story	Created Wanted posters, speech bubbles, character descriptions. Letters & lists.	Write commands, poems, non-fiction reports. Thought & speech bubbles, certificate. Non-fiction report.	Retelling & descriptions. Own version of narrative. Setting descriptions, commands, poster	Character descriptions, non-chronological report. Fact sheets, shared poem, own version narrative.	Setting description & own version of fantasy story. Instructions, writing in role, advertisements. Writing their own poem.
Phonics	**Phase 2/3/4 (revision)** Recall phase two and phase three graphemes Revise and practise reading two syllable words **Phase 5** Introduce and teach letters and sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e Phase 5 tricky words and hfw		**Phase 5** Teach alternative pronunciations of graphemes for reading: i (fin/find), o (hot/cold), c (cat/cent), g (got/gent) u (but/put), ow (cow/blow), ie (tie/field), ea (eat/bread) **etc.** Phase 5 tricky words and hfw		**Phase 5** Teach alternative graphemes for new spelling. Practise reading/spelling words containing alternative spellings Phase 5 tricky words and hfw	
Maths	Positional language Numbers to 10~ Ordering, regrouping,	Numbers to 20~ Estimating and ordering, one more, one less	Measure~ Length, height, mass, speed. Ordering and sequencing days of the week.	Comparison~ more, less, fewer, difference. Money to 20p	Multiplication~ repeated addition and arrays Division~ sharing and grouping	Fractions~ Sharing into equal groups, equal and unequal parts of shapes.

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	addition and subtraction and problem solving	Doubling and halving Odd and even numbers Names and properties of 2D and 3D shapes.	Ordering and sequencing months of the year. -Addition~ making 10 and some more. -Subtraction -Problem solving	Counting in 2s, 5s, 10s Measure~ non-standard and simple standard.	Time~ O'clock and half past.	Numbers to 100~ place value and digits, making 10 and some more, estimating, ordering and comparison.
Science	Seasonal Changes ~ *One Lesson* Observe changes across the four seasons. Observe and describe the weather associated with the seasons & how day length varies. Animals, including Humans ~ Identify & name animals, including fish, amphibians, reptiles, birds and mammals. Identify carnivores, herbivores and omnivores. Describe & compare the	Animals, including Humans ~ Identify, name, draw and label the basic parts of the human body & identify each sense. Working Scientifically ~ Performing tests and observing experiments. Identifying, classifying and grouping. Asking and answering simple scientific questions.	Seasonal Changes ~ *One Lesson* Observe changes across the four seasons. Observe and describe the weather associated with the seasons & how day length varies Everyday Materials ~ Distinguish between an object & the Material from which it is made. Describe the physical properties of	Seasonal Changes ~ *One Lesson* Observe changes across the four seasons. Observe and describe the weather associated with the seasons & how day length varies Everyday Materials ~ Distinguish between an object & the Material from which it is made. Describe the physical properties of	Plants ~ Identify & name a variety of common plants, including garden & wild plants and trees. Classify evergreen and deciduous trees. Observe the growth of a seed that they have planted. Identify, name, label and describe the basic structure of a flowering plant. Working Scientifically ~ Identifying, classifying and grouping.	Seasonal Changes ~ *Three Lessons* Observe changes across the four seasons. Observe and describe the weather associated with the seasons & how day length varies Plants ~ Identify & name a variety of common plants, including garden & wild plants and trees. Classify evergreen and deciduous trees.

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	structure of animals Working Scientifically ~ Performing tests and observing experiments. Identifying, classifying and grouping. Asking and answering simple scientific questions. Pattern Seeking Gathering and recording data to help answer questions.		everyday materials. Compare & group a variety of everyday Materials. Working Scientifically ~ Identifying, classifying and grouping. Asking and answering simple scientific questions. Pattern seeking Gathering and recording data to help answer questions.	everyday materials. Compare & group a variety of everyday Materials. Working Scientifically ~ Identifying, classifying and grouping. Perform simple tests. Asking and answering simple scientific questions. Pattern Seeking Gathering and recording data to help answer questions.	Asking and answering simple scientific questions. Gathering and recording data to help answer questions.	Observe the growth of a seed that they have planted. Identify, name, label and describe the basic structure of a flowering plant. Working Scientifically ~ Gathering and recording data to help answer questions. Identifying, classifying and grouping. Pattern Seeking Asking and answering simple scientific questions. Gathering and recording data to help answer questions.
History		Sequencing Life Events~ Use time vocabulary, match objects to different people. Recognise the differences between my life and people in the past.		Past & Present Toys~ Distinguish the difference between fact and fiction. Sorting artefacts ‘then and ‘now’.		History of the seaside~ Ask and answer questions Recognise significant people past and present. Find out about and compare Royal Coronations.

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Geography	Local Area Study~ Identify and describe geographical similarities and differences of a small area of St Albans.		The United Kingdom~ Name and locate the 4 countries of the United Kingdom and their capital cities. Describe and compare the 4 countries,		Weather and Seasons ~ Identify and describe daily and seasonal weather. Weather changes during the day and at different times of the year.	
Art	**Drawing** To begin to sketch Explore lines and spirals using large and small movements Look closely to observe detail Talk about their ideas		**Painting** Name and mix primary colours Investigate mark making with different sized brushes to produce effects using watercolours. To say what they like/dislike about works of art			**Sculpture** – To make drawings from observation To transform 2D shapes to make a 3D sculpture **Collage** Explore how artists are inspired by flora and fauna
D&T		**Cooking and nutrition** Identifying whether a food is a fruit or vegetable. Identifying which parts of a plant we can eat. Taste testing		**Mechanisms** Investigating books with moving pictures. Explore and make sliders and pivots Design and test the mechanisms Evaluate the finished product want went	**Structures** Explore stable structures. Investigate strengthening materials by twisting and folding. Test and make improvements	

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		Combining fruits and vegetables to make a smoothie.		well/what could be improved		
Music	**Singing:** Themes: Harvest, Parts of the Body, Superheroes, Counting songs to 10 and 20, Christmas. Beginning to sing with expression **Composing:** firework soundscapes, recording and evaluating our work **Playing:** Exploring pulse and rhythm using a range of percussion incl. body percussion. Instrument Making, using boom whackers to explore simple pitch, pulse and rhythm **Listening**: Developing our musical words to describe a range of high quality music.		**Singing**: Call and response songs, (repeating melodic patterns), singing with expression and clarity Themes: days/ months, United Kingdom, Year 1 Play **Composing:** improvising simple calendar patterns **Playing**: Djembe Drums – making and changing sounds , following conductor signs. **Listening:** Finding the pulse of a piece of music, continuing to use our musical words.		**Singing**: Using our voices in different ways. Themes: toys, seasons and weather, seaside **Composing:** writing a class song about the weather in different seasons, Nature soundscape, Using ipads to record and improve a simple pattern, **Playing**: Tuned percussion: how sounds can be made/changed , incl. pitch, tempo, dynamics. Following graphic notation and conductor, body/vocal percussion **Listening:** Using art and words to describe what we hear.	
RE	Creation Stories & Festivals ~ Studying various religions & their creation story. Christmas ~ Following the Christian festival.	Festivals of Light ~ Hanukkah & Christmas Prayer, worship and reflection ~ learn & share where worshippers pray & spend time in silence	Belonging: Naming Ceremonies ~ Christian, Jewish & Muslim ~ To share personal experiences & to share things that matter to them.	Christianity Easter Story Following the Christian festival ~ Demonstrate their curiosity about the wonder of the world, asking & responding to a range of questions	Compare Sacred Texts ~ Christian, Jewish & Muslim ~ To respond to faith stories and know that believers follow practices and rituals.	Faith Stories ~ all six religions To respond to religious and moral stories. Begin to raise questions about some sources of wisdom & their origins.
PSHE	Being me in my world~ Feeling special and safe Being a part of a class	**Celebrating Differences~** Similarities and Differences, understanding bullying and how to deal with it, making	Dreams and Goals~ Setting goals, identifying successes and achievements, working well and celebrating	Healthy Me~ Keeping myself healthy, healthy life style choices, keeping clean, being safe and road safety.	Relationships~ Belonging to a family. Making friends/being a good friend.	Changing me~ Life cycles (human and animal), Changes in me, changes since being a baby, Differences between female

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	Rights and Responsibilities Rewards and consequences Familiarise with the Learning Charter.	new friends, Celebrating differences.	achievements with a partner, tackling new challenges and over-coming obstacles.		Know different ways to greet others (shake hands, hug, high five, fist bump) and know which forms of physical contact I prefer. People who help us in our school and community. Qualities as a friend and person. Being a good friend to myself. Celebrating those special to us.	and male bodies, Preparing for Year 2.
Computing Project Evolve E-Safety	Technology outside of school~ Find examples of where technology is used. Copyright and Ownership Privacy and Security	Lego Builders~ Order, create and follow instructions. Introduce the terms 'algorithm', 'debugging' and 'program'. Maze Explorers~ Direction keys. Use 'algorithm', 'debugging' and 'program'. Online Bullying	Grouping and sorting~ Sort items using a range of criteria. Online Relationships	Spreadsheets~ 2Calcuate Add images, use tools to count items. Health, Wellbeing and Lifestyle Self-image and Identity	Coding~ 2Code Design characters and background. Use code blocks to make a character move. Managing Online Information	Animated story books~ Use eBooks and create a story. Online Reputation

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PE	Gymnastics: Floor • explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing; • explore, practise and improve body management skills; • form simple sequences by linking movements; • progress from working individually to working in pairs; -To evaluate their movements and the movements of others. -to discuss their own & others performance with simple vocabulary Games: Running and Strategy Games • develop the skills relevant to games, including running and stopping	Dance • use different parts of the body to explore personal and general space and to move using simple actions; • listen to, and move in response to, different stimuli and accompaniments; • move in a controlled manner, at different speeds and in different directions • to mimic/perform simple steps and movements to given rhythms and musical phrases; • develop their movements progressively individually and in pairs. Games: Jumping, Kicking • practise and develop the skills of handling and kicking through a range of activities	Gymnastics: Apparatus • explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing; • explore, practise and improve body management skills; • form simple sequences by linking movements; • progress from working individually to working in pairs; -To evaluate their movements and the movements of others. -to discuss their own & others performance with simple vocabulary Games: Fitness to talk about exercising, safety & short term effects of exercise	Dance: Routines • use different parts of the body to explore personal and general space and to move using simple actions; • listen to, and move in response to, different stimuli and accompaniments; • move in a controlled manner, at different speeds and in different directions • to mimic/perform simple steps and movements to given rhythms and musical phrases; • develop their movements progressively individually and in pairs. -to discuss their own & others performance with simple vocabulary - to begin to identify the difference between own	Athletics: Skills • to develop core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment; • practise simple running techniques in a variety of fun activities; • practise jumping and throwing activities, from a stationary position -to discuss their own & others performance with simple vocabulary Games: Consolidation of Skills • practise and develop the skills of handling, hitting and kicking through a range of activities and using a variety of equipment; • develop the skills relevant to games, including running,	Athletics: Games • to develop core skills of running, jumping and throwing individually and in a co-operative context, using a variety of equipment; • practise simple running techniques in a variety of fun activities; • practise jumping and throwing activities, from a stationary position -to discuss their own & others performance with simple vocabulary Games: Consolidation of Skills • practise and develop the skills of handling, hitting and kicking through a range of activities and using a variety of equipment; • develop the skills relevant to games, including running,

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	• take part in simple games involving individual and co-operative play. -to discuss their own & others performance with simple vocabulary	and using a variety of equipment; • develop the skills relevant to games, including running, stopping, jumping and skipping; • take part in simple games involving individual and co-operative play. -to discuss their own & others performance with simple vocabulary	-to safely perform teacher led warm-ups & to describe & discuss others work -to safely perform teacher led warm-up & to show an awareness of others	performance & that of others <u>Games: Throwing and Catching</u> • practise and develop the skills of handling, hitting and kicking through a range of activities and using a variety of equipment; • develop the skills relevant to games, including running, stopping, jumping and skipping; • take part in simple games involving individual and co-operative play. -to discuss their own & others performance with simple vocabulary	stopping, jumping and skipping; • take part in simple games involving individual and co-operative play. -to discuss their own & others performance with simple vocabulary	stopping, jumping and skipping; • take part in simple games involving individual and co-operative play. -to discuss their own & others performance with simple vocabulary