

## Year 1 Curriculum Overview

This overview has been written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School. It complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full'. Although direct reference to this is not continually made, the policy has been written with full awareness to our commitment to and respect for this initiative.

The rights and dignity of our children are at the heart of everything we do, every decision we and they make and every driver for making progress and helping our children to develop as responsible, valued global citizens who want to make a positive contribution to their and our world. In our school it is our intent that we help children to develop resilience, perseverance, autonomy and focus. Our children learn that they are valued and valuable, they are independent people in their own right and they have the power to do wonderful, amazing things at every stage of every day. Every one of our children is a unique individual with their own strengths, aptitudes, interests and dreams. As a school community we will endeavour to support each child to make the most of every opportunity we offer.

We provide enriching experiences to engage learners and in designing and developing our curriculum we have taken into consideration

- how children learn and remember; progress means knowing more and remembering more
- what our children need to succeed in life; cultural capital they need to make aspirational choices and succeed beyond their time at Wingate Primary School.

The key drivers for our curriculum

Ambition and aspiration  
Resilience and courage  
Autonomy and independence  
Perseverance and solution finding

## Year 1 Curriculum Intent

In Year 1 our aim is to provide an education which brings out the best in all of our children and prepares them for success throughout their school life. Our curriculum is designed so that it is ambitious for all learners, and aims to develop talents of the individual, encouraging the children to respect their own rights and the rights of their peers. The start of Year 1 remains play-based to ease children into more formal learning in a safe and positive way. Provision will include enquiry based learning and either independent or guided table top tasks.

The focus for much of the learning is further development of phonics, reading and writing and development of mathematics fluency. We use Bug Club Phonics to deliver our daily phonics lessons which include specific lessons, games and challenges, with the aim of moving from Phase 2 (Reception) towards at least Phase 5 (for Phonics Test) and Phase 6 by end of the year. We will put particular emphasis on practising the skills of segmenting and blending to become literate citizens, as well as promoting social skills including good manners, resilience, self-awareness and consideration for others, through use of The GEM Project, enabling children to become great role models to other children in school.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
English – See English LTP	Jill Murphy - Peace at last, Whatever next, Five Minutes Peace, All in One Piece  The Jolly Postman Jolly Christmas Postman (A2)  Great Big Book of Families - Educate & Celebrate  Poetry		Julia Donaldson - The Snail and the Whale, The Ugly Five, Room on the Broom.  Traditional Tales/ Fairy Tales - The Gingerbread Man, The Golden Goose, Little Red Riding Hood, The 3 little Pigs, Hansel & Gretel, Goldilocks & the 3 Bears.  Instructions - Sticky Little Fingers, Honey Biscuits  Pink Lion - Educate & Celebrate  Poetry		Stories with a fantasy setting - Aliens in Underpants Save the World etc, Who Are You, Stripy Horse? Dougal's Deep Sea Diary  Information tests- Houses and Homes, The Emperor's Egg and Space  Recounts Facts and Fiction- Farmer Duck, Jody's Beans  Prince Henry- Educate & Celebrate  Poetry	
Maths	<b>Number: Place Value within 10</b> Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. 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. Given a number, identify one more or one less. Count in multiples of twos. <b>Number: Addition and Subtraction within 10</b> Represent and use number bonds and related subtraction facts (within 10). Add and subtract one digit numbers (to 10), including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	<b>Geometry: Shape</b> Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres. Describe position, direction and movement, including whole, half, quarter and three quarter turns <b>Number: Place Value within 20</b> Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number. Count, read and write numbers from 1 to 20 in numerals and words. 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. Count in multiples of twos and fives	<b>Number: Addition and Subtraction within 20</b> Represent and use number bonds and related subtraction facts within 20. Add and subtract one digit and two digit numbers to 20, including zero. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= ? - 9 <b>Number: Place Value within 50</b> Count to 40 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers from 1-40 in numerals. Read and write numbers from 1-20 in numerals and words.	<b>Measures: Length and height</b> Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half Measure and begin to record lengths and heights. <b>Measurement: weight and volume</b> Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record mass/weight, capacity and volume. Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.	<b>Number: Multiplication and Division</b> Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <b>Number: Fractions</b> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.	<b>Geometry: Position and direction</b> Describe position, directions and movements, including half, quarter and three-quarter turns <b>Number: Place Value within 100</b> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers from 1-100 in numerals. Read and write numbers from 1 - 20 in numerals and words. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least. Given a number, identify one more and one less. <b>Measurement: Money</b> Recognise and know the value of different denominations of coins and notes.

	Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.		Identify and represent numbers using objects and pictorial representations. Given a number, identify 1 more or 1 less.			Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. <b>Time</b> 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 use language relating to dates, including days of the week, weeks, months and years. Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] and measure and begin to record time (hours, minutes, seconds) Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
Science	<p><b>Animals inc. Humans</b></p> <p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b>Seasonal Changes</b></p> <p><b>Working Scientifically through experiments and investigations</b></p>		<p><b>Materials</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><b>Seasonal Changes</b></p> <p><b>Working Scientifically through experiments and investigations</b></p>		<p><b>Plants</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p><b>Seasonal Changes</b></p> <p><b>Working Scientifically through experiments and investigations</b></p>	

	Article 24 - Every child has the right to the best possible health.					
RE	<p>What can we learn about Christianity from visiting a church?</p> <p>Article 14 - Every child has the right to think and believe what they want and to practise their religion as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p>	<p>What do Christians believe about God?</p> <p>Why are gifts given at Christmas?</p> <p>Article 14 - Every child has the right to think and believe what they want and to practise their religion as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p>	<p>Why is Jesus Special to Christians?</p> <p>Article 14 - Every child has the right to think and believe what they want and to practise their religion as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p>	<p>What is the Easter story?</p> <p>Article 14 - Every child has the right to think and believe what they want and to practise their religion as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p>	<p>What can we find out about Buddha?</p> <p>Article 14 - Every child has the right to think and believe what they want and to practise their religion as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p>	<p>What can we find out about Buddha?</p> <p>Article 14 - Every child has the right to think and believe what they want and to practise their religion as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.</p>
History	<p><b>I'm making History!</b>  <b>NC ref:</b> changes within living memory  <b>Focus:</b> Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.</p> <p>Article 17 Every child has the right to reliable information.</p>		<p><b>History detectives - spot the differences!</b>  <b>NC Ref:</b> changes within living memory, local history study - places in locality  <b>Focus:</b> Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.</p> <p>Article 17 Every child has the right to reliable information.</p>		<p><b>Who has helped make History? - Local significant individuals and Mary Seacole</b>  <b>NC ref:</b> Significant individuals in the past, local history study -local significant individual  <b>Focus:</b> use of historical interpretations, chronology over a longer period, thinking about historical significance.</p> <p>Article 17 Every child has the right to reliable information.</p>	
Geography	<p><b>My Place</b>  My Geography  Home and School  <b>Focus:</b> Fieldwork and observational skills. Basic maps.  <b>NC:</b>To use simple fieldwork and observational skills to study the</p>		<p><b>What can I find?</b>  Me and my corner of the world.  Local area.  <b>Focus:</b> Fieldwork and observational skills, basic maps, use and labelling of photographs, geographical language.</p>		<p><b>What is our country like?</b>  Me and my UK.  UK countries, capitals and seas.  <b>Focus:</b> map skills, photograph use, basic atlas introduction  <b>NC:</b> To use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	

	<p>geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full.</p>		<p><b>NC:</b> To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>To use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full.</p>		<p>To 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.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full.</p>	
<p>Art</p>	<p><b>Drawing Skills</b> Learning to draw, drawing in the style of Da Vinci</p> <p><b>NC</b> - To use drawing to share their ideas, experiences and imagination. To use a range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To know about different artists and designers.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</p>		<p><b>Working with Colour</b> Exploring primary and secondary colours, Using colour in the style of Jackson Pollock/Shozo Shimamoto</p> <p><b>NC</b> - To use a range of materials to make a product To use drawing and painting to develop and share their ideas, experiences and imagination. To use a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</p>		<p><b>Printing</b> Exploring printing with a range of objects, Exploring artists such as Emily Kame Kngwarreye. Printing in the style of Damien Hirst.</p> <p><b>NC</b> - To use drawing, sculpture and painting to represent ideas and imagination. To know about different designers and compare to previous learned styles of art. To use a range of materials to begin to design and make a product.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</p>	
<p>DT</p>	<p><b>Textiles</b> Designing, creating and evaluating a Christmas Decoration</p> <p><b>NC</b> - To research and develop design criteria to inform the design of products. Learn how to cut out shapes which have been created by drawing round a template onto the fabric.</p>		<p><b>Food and Nutrition</b> Designing, creating and evaluating a fruit or vegetable salad</p> <p><b>NC</b> - To research and develop design criteria to inform the design of products. Begin to understand that all food comes from plants or animals. Begin to develop children's peeling and chopping skills.</p>	<p><b>Mechanisms</b> Designing, creating and evaluating a sliding mechanism</p> <p><b>NC</b> - To research and develop design criteria to inform the design of products. With some support begin to incorporate moving parts into models. Explore and use simple mechanisms, for example sliders.</p>		

		<p>Talk about their design ideas and what they have made. Make simple judgements of how the product met their design ideas.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full.</p>		<p>Talk about their design ideas and what they have made. Make simple judgements of how the product met their design ideas.</p> <p>Article 24 - Every child has the right to the best possible health.</p>		<p>Talk about their design ideas and what they have made. Make simple judgements of how the product met their design ideas.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full.</p>
Computing	<p><b>Introduction to technology, logging on / off, using Bug Club and Teams, problem-solving</b></p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies.</p> <p>To recognise common uses of information technology beyond school.</p> <p>Article 17- Every child has the right to reliable information. Article 19 and Article 36- Every child has the right to be safe</p>	<p><b>Introduction to Beebots, using camera app on iPad, Digi Duck</b></p> <p>To recognise common uses of technology beyond school.</p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies.</p> <p>To create and debug simple programs.</p> <p>Article 17- Every child has the right to reliable information. Article 19 and Article 36- Every child has the right to be safe</p>	<p><b>Introduction to algorithms, making videos explaining an algorithm (Go Noodle/ TikTok Dance)</b></p> <p>To understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.</p> <p>To recognise common uses of information technology beyond school.</p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies.</p> <p>Article 17- Every child has the right to reliable information. Article 19 and Article 36- Every child has the right to be safe</p>	<p><b>Creating our own Beebot map, creating films using Puppet Pals App, Chicken Clicking</b></p> <p>To recognise common uses of information technology beyond school.</p> <p>To create and debug simple programs.</p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Article 17- Every child has the right to reliable information. Article 19 and Article 36- Every child has the right to be safe</p>	<p><b>Travelling around the UK with a Beebot, Daisy the Dinosaur App, recording a short video on the Camera App.</b></p> <p>To create and debug simple programs.</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p> <p>To recognise common uses of information technology beyond school.</p> <p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Article 17- Every child has the right to reliable information. Article 19 and Article 36- Every child has the right to be safe</p>	<p><b>Green Screen, PowerPoint, 'Swiggle' child friendly search engines</b></p> <p>To recognise common uses of information technology beyond school.</p> <p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Article 17- Every child has the right to reliable information. Article 19 and Article 36- Every child has the right to be safe</p>
PE	<b>Dance - Penguin Theme, SAQ</b>	<b>Dance - Moving Along, SAQ</b>	<b>Gymnastics - Rolls &amp; Jumps, SAQ</b>	<b>Gymnastics - Balances &amp; Travelling, SAQ</b>	<b>Games, SAQ</b> To master basic movements including running, jumping,	<b>Games, SAQ</b> To master basic movements including running, jumping,

	To perform dances, using simple movement patterns. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	To perform dances, using simple movement patterns. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. <b>Exploring famous Gymnasts</b>	To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending	throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending.
<b>PE rights</b>	<p>Article 24 - Every child has the right to the best possible health.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and environment.</p> <p>Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>					
<b>Music</b>	<p><b>Hey You (Charanga)</b> To listen with concentration and understanding to a range of high quality live and recorded music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned instruments musically. To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</p>	<p><b>Rhythm in the Way We Walk, Banana Rap (Charanga)</b> To listen with concentration and understanding to a range of high quality live and recorded music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play un-tuned instruments musically. To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</p>	<p><b>In The Groove (Charanga)</b> To listen with concentration and understanding to a range of high quality live and recorded music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned instruments musically. To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</p>	<p><b>Round and Round (Charanga)</b> To listen with concentration and understanding to a range of high quality live and recorded music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned instruments musically. To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</p>	<p><b>Your Imagination (Charanga)</b> To listen with concentration and understanding to a range of high quality live and recorded music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play tuned instruments musically. To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</p>	<p><b>Reflect, Rewind and Replay (Charanga)</b> To listen with concentration and understanding to a range of high quality live and recorded music. To use their voices expressively and creatively by singing songs and speaking chants and rhymes. To play un-tuned instruments musically. To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Article 29 - Education must develop every child's personality, talents and abilities to the full. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</p>
<b>RR</b>	Right to an Education	Right to practise you own religion	Right to food and water	Right to a family	Right to play	Right to be safe
<b>Languages**</b>	French		German		Spanish	

<b>PSHE/RHSE</b>	Being Me in My World  Article 15 (The right to join a group)	Celebrating Difference  Article 14 (The right to practise their own religion)  Article 23 (A child with a disability has the right to live a full life)	Dreams and Goals  Article 29 (Education must develop every child's personality, talents and abilities to the full)	Healthy Me  Article 24 (The right to best possible health)	Relationships  Article 9 (The right to a family)  Article 19 (The right to be safe)	Changing Me  Article 16 (The right to privacy)  Article 19 (The right to be safe)
<b>Cultural Capital and possible enrichment opportunities</b>	Seasonal Walk (Science) Visit to Church Live Music concert/workshop	Seasonal Walk (Science) Visit from an older visitor (History) Christmas Party and activities Virtual Christmas Big Sing	Seasonal Walk (Science) Chinese New Year Celebrations Geography walk	Seasonal Walk (Science) Virtual Wellbeing Big Sing Walk around Wingate Sarah McCallister - Chef visit and workshop (DT)	Trip to a garden centre/Botanical garden	Seasonal Walk (Science) Virtual Summer Big Sing Durham Brass Festival Performance Festival Day

\*\*Reception, Year 1 and 2 children will be prepared for the learning of a foreign language by the immersion in other cultures through games, songs and activities. 'Early Start' programmes are used to teach French, Spanish and German and opportunities to practise learning are incorporated in daily routines. Children's curiosity about language is encouraged and children are made aware that language has a structure that can differ from one language to another. Every effort is made to reflect our multi-cultural society using opportunities to help children develop their awareness of cultural differences within their own and other countries. Year 2 children will be given the opportunity of exchanging letters with one of our link schools. A language after school club, if requested, will be provided and will be offered to reception, year1 and year 2 pupils.