

Year 1 Curriculum – The Mead Academy Trust

Art and Design	
Drawing and using sketchbooks	<ul style="list-style-type: none"> • Make marks/lines using a range of media • Make patches of tone • Investigate texture by rubbing and copying • Begin to use tone and line to represent objects seen or imagined
Painting	<ul style="list-style-type: none"> • Identify and make primary and secondary colours • Uses a variety of tools and techniques to represent things observed, remembered or imagined, including collage.
Sculpture	<ul style="list-style-type: none"> • Manipulate malleable materials in different ways and make a 3D tile • Show texture on 3D tile
Printing	<ul style="list-style-type: none"> • Explore printing with a range of hard and soft materials • Understand term pattern • Explore and create patterns and textures with an extended range of materials
Digital media	<ul style="list-style-type: none"> • Use simple graphic programs to design and create different effects • Record visual information using cameras
Computing	
Programming	<ul style="list-style-type: none"> • Recognise that many every day devices respond to signals and instructions
Inputs and Outputs	<ul style="list-style-type: none"> • Understand the link between inputs and outputs
Sensors	<ul style="list-style-type: none"> • With support make programmable toys carry out instructions
Debugging	<ul style="list-style-type: none"> • Give commands to make things happen (such as playing with robots) and recognise when things go wrong
Networks	<ul style="list-style-type: none"> • Show a basic understanding of the internet, what it is, and its uses
Information Technology	<ul style="list-style-type: none"> • Understand that digital content can be saved and stored • Create digital content
Digital Literacy	<ul style="list-style-type: none"> • Children use technology respectfully and safely
Communicating and collaborating online	<ul style="list-style-type: none"> • Recognise a range of technology used in places such as homes and schools
Personal Information	<ul style="list-style-type: none"> • Recognise information that is personal
Dance	
Skills and Techniques	<ul style="list-style-type: none"> • Recognise specified beats and rhythms within music, (e.g. 8 count phrasing) by clapping/tapping and marching to a beat • Replicate a simple movement sequence – inconsistently keeping to the beat or musical phrasing • Copy and remember set movement patterns demonstrating basic control and co-ordination. • Movements to include basic actions of: <ul style="list-style-type: none"> ○ Travelling ○ Balance ○ Stillness ○ Jumping and landing ○ Rotation ○ Turning ○ Gesture
Choreography	
Evaluating and Appraising	<ul style="list-style-type: none"> • Describe own work and others work using basic dance specific vocabulary: high, low, fast, slow, body shapes. • Express what they like about a performance and what they don't like. • Check own and others work against simple set success criteria.
Dance History	
Performance	
Design Technology	
Design	<ul style="list-style-type: none"> • Design purposeful products that are appealing to themselves. • Follow a design brief; communicate ideas verbally and through drawings.
Make	<ul style="list-style-type: none"> • Select appropriate tools and equipment to perform the practical skills of cutting, shaping and joining
Test and evaluate	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Respond to questions relating to these products. • Test their made products for durability against the design criteria • Reflect on the product made and verbalise the adaptations that could be made
Technical knowledge	<ul style="list-style-type: none"> • Using a range of materials to construct structures, exploring and reflecting on their strength and stability
Cooking and nutrition	<ul style="list-style-type: none"> • Understand where food comes from • Understand the basic principles of a healthy diet and how this affects our bodies

Drama and Performance	
Perform	<ul style="list-style-type: none"> Engage in imaginative play enacting simple characters and situations Explore and respond to familiar themes and characters while in role. Act out their own and well-known stories, using voices for characters Use everyday speech, gesture or movement in imaginative play.
Reflect	<ul style="list-style-type: none"> Discuss why they like a performance Comment on their own and the performances of others
Education for Sustainable Development	
Energy, water and transport	<ul style="list-style-type: none"> Understand where our energy comes from and why we need it (electricity/gas/solar/wind/wave/nuclear) What does each method of transport use for energy? Which forms are more energy efficient and sustainable than others?
Food and health	<ul style="list-style-type: none"> Understand what keeps us healthy Food : <ul style="list-style-type: none"> Growing, cooking and eating pumpkin/squash
Waste	<ul style="list-style-type: none"> Understand what happens to our waste from school and home How can we help the environment in terms of disposing of waste?
School grounds and biodiversity	<ul style="list-style-type: none"> Investigate how to attract birds into the school gardens <ul style="list-style-type: none"> Making bird tables, winter food, nest boxes/ Identifying bird species
Global Citizenship	<ul style="list-style-type: none"> Begin to understand the term 'Endangered species' and the human impact on animal and plant species around the world
English	
Spoken language	<ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication
Word reading	<ul style="list-style-type: none"> Respond speedily by sounding and blending unfamiliar printed words quickly and accurately using phonic knowledge already learnt Learn new grapheme/phoneme correspondences and revise and consolidate those learnt earlier Read common exception words Read words containing the taught GPCs and –s, -es, -ing, -ed, -er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions and understand that the apostrophe represents the omitted letters Read aloud books that are consistent with their developing phonics knowledge Re-read these books to build up their fluency and confidence in word reading
Reading Comprehension	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teacher Checking the text makes sense to them as they read and correcting inaccurate reading Discuss the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them
Writing	<ul style="list-style-type: none"> Spell:

transcription	<ul style="list-style-type: none"> ○ words containing each of the 40+ phonemes already taught ○ common exception words ○ the days of the week ● Name the letters of the alphabet: <ul style="list-style-type: none"> ○ naming the letters of the alphabet in order ○ using letter names to distinguish between alternative spellings of the same sound ● Add prefixes and suffixes: <ul style="list-style-type: none"> ○ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ○ using the prefix un– ○ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ● Apply simple spelling rules and guidance, as listed in English Appendix 1 ● Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Handwriting	<ul style="list-style-type: none"> ● Sit correctly at a table, holding a pencil comfortably and correctly ● Begin to form lower-case letters in the correct direction, starting and finishing in the right place ● Form capital letters ● Form digits 0-9 ● Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these
Writing composition	<ul style="list-style-type: none"> ● Write sentences by: <ul style="list-style-type: none"> ○ saying out loud what they are going to write about ○ composing a sentence orally before writing it ○ sequencing sentences to form short narratives ○ re-reading what they have written to check that it makes sense ○ discuss what they have written with the teacher or other children ○ read aloud their writing clearly enough to be heard by their peers and the teacher.
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> ● Develop an understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ leaving spaces between words ○ joining words and joining clauses using and ○ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ○ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ○ learning the grammar for year 1 in English Appendix 2 ○ using the grammatical terminology in English Appendix 2 in discussing their writing
Geography	
Location knowledge	<ul style="list-style-type: none"> ● Name and locate the world’s seven continents and five oceans
Place knowledge	<ul style="list-style-type: none"> ● Recognise and make observations about human and physical features within the local environment
Human and Physical geography	<ul style="list-style-type: none"> ● Identify seasonal and daily weather patterns in the United Kingdom ● Use basic geographical vocabulary to refer to key physical features: <ul style="list-style-type: none"> ○ Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
Geographical skills and Field Work	<ul style="list-style-type: none"> ● Use world maps, atlases and globes to identify areas studied for location knowledge ● Use locational and directional language to describe the location of features & routes on a map ● Use simple fieldwork and observational skills to study the geography of the school and grounds <ul style="list-style-type: none"> ○ Directional language: near and far; left and right
History	
British History	<ul style="list-style-type: none"> ● Learn about a change within living memory - Revealing aspects of change in national life ● Learn about an event beyond living memory that are significant nationally
World History	<ul style="list-style-type: none"> ● Learn about an event beyond living memory that are significant globally
Chronological understanding and vocabulary	<ul style="list-style-type: none"> ● Put 3-5 objects in chronological order (recent history) ● Use words and phrases such as old, new, a long time ago, very old, when my grown-ups were little, before/after ● Tell about things that happened when they were little ● Recognise/Retell and say how/why a story that is read to them that is set in the past ● Select objects from a collection that are from the past ● Explain how they have changed since they were born
Historical Enquiry	<ul style="list-style-type: none"> ● Ask and answer questions about old and new objects ● Pose and answer their own historical questions ● Spot old and new things in a picture ● Answer questions using an artefact/ photograph provided ● Give a plausible explanation about what an object was used for in the past

	<ul style="list-style-type: none"> Find out about a famous person from the past and carry out research about them
Historical perspective and contexts (knowledge and interpretation)	<ul style="list-style-type: none"> Refer to a timeline Explain how some famous people have helped our lives to be better today Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago Give examples of things that are different in their life from that of their grandparents when they were young Begin to identify the main differences between old and new objects Identify objects from the past, such as vinyl records Explain why certain objects were different in the past, e.g. iron, music systems, televisions Describe an important historical event that happened in the past Explain differences between past and present in their life and that of other children from a different time in history
Maths	
Counting and The Number System	<ul style="list-style-type: none"> Understand the value of numbers to 10, including 0 Order, compare and understand all numbers to 10 and work with them fluently and accurately Count and write to 20, compare and order numbers and see patterns within 20 Count to 40 in different ways and write numbers to 40 Count in 10s and 1s and use number bonds to partition numbers Compare numbers to 100 and find number patterns looking at one hundred charts
Number Facts and Calculation	<ul style="list-style-type: none"> Explore different ways to make numbers up to 10 and create stories from what they have learnt Utilise the part-whole diagram and begin to lay the foundations of the inverse of addition Begin to make their own addition equation in order to support the deeper understanding of the processes of addition Learn that subtraction equations can be done in three ways: by crossing out, by using number bonds and by counting back. Continue to use manipulatives and pictorial representations to support their understanding and use vocabulary appropriately Learn different ways to add and subtract within 20 Use number bonds and simple bars to represent word problems Put into practice concepts previously taught in number comparison, specifically looking at how many more or how many fewer/less Learn the foundations of equal groupings, repeated addition, arrays and doubling and apply this knowledge to solve word problems Learn to place items in groups and determine how many groups there will be Learn to work out how many objects will go into each group by sharing equally
Fractions	<ul style="list-style-type: none"> Make halves and quarters before moving on to making the connection between fractions and division Share equally between a number of groups Describe volume using the terms 'half' and 'quarter'
Measures	<ul style="list-style-type: none"> Understand positional language and directional language for left and right Recognise and name different types of 2D shapes and some basic 3D shapes Group shapes according to different criteria Recognise, describe and continue a pattern Compare different lengths and describe whether something is taller, longer, shorter or higher. Learn about how to measure two items fairly for comparison using items and body parts before moving onto measuring using a ruler Tell the time to the hour and half hour Use terms such as 'next,' 'before' and 'after' Estimate durations of time Compare time Recognise coins and determine their value using size, colour, markings and shape Recognise notes and determine their value using colour and markings Compare mass, volume and capacity, using terms such as 'more than' and 'less than/' 'heavy/heavier,' 'light/lighter.' Find mass, volume and capacity using non-standard units Navigate whole turns, half turns, quarter turns and the notion of clockwise and anticlockwise
Music	
Singing skills	<ul style="list-style-type: none"> Using voices to sing songs and speak chants and rhymes including simple singing games.
Performing skills and knowledge of musical instruments	<ul style="list-style-type: none"> Beginning to recognise simple non-pitched percussion instruments with a developing awareness of how to play a very simple part.

Improvising and composing skills	<ul style="list-style-type: none"> • Create musical patterns and explore how sounds can be used to create sound pictures. • (see more)
Listening to music and appraising performances	<ul style="list-style-type: none"> • Listening to music and responding emotionally with physical movement and drawing.
Understanding musical notation	<ul style="list-style-type: none"> • Children are able to interpret simple signs and symbols which represent sound.
Outdoor Learning	
Smarter	<ul style="list-style-type: none"> • Use the outdoor environment to support specific units of learning across the curriculum at least three times a year: <ul style="list-style-type: none"> ○ Science Growing plants - Naming trees and plants. ○ Geography- Mapping in the school grounds. ○ Continuous Outdoor Provision
Gardening	<ul style="list-style-type: none"> • Grow squashes and pumpkins in the school grounds and poly-tunnels and be responsible for looking after them
Safer and stronger	<ul style="list-style-type: none"> • Team Building Activities to develop trust and co-operation with peers in Term 1 and with Year 4 in Term 5
Greener	<ul style="list-style-type: none"> • Visit the local woods to explore and learn at least three times in the year
Survival skills/Outdoor and Adventurous	<ul style="list-style-type: none"> • Use natural materials for den building both in the school grounds and the local woods
PE	
Physical Literacy	<ul style="list-style-type: none"> • Though a range of team and individual games, perform balance, agility co-ordination movements with control <ul style="list-style-type: none"> ○ Jump: 2 feet to 2 feet landing safely (bend knees) star jump, bunny hop, hop on one leg, two foot to 1 and vice versa. ○ Catch: large ball (2 handed) accurately thrown from 2m away. ○ Throw: underarm accurately over about 2m distance. ○ Running: in a straight line, change direction. ○ Hand-held equipment (e.g. hockey, tennis racket, rounders bat): hold it correctly and safely
Swimming	
Competing	Compete against self to achieve your personal best
Healthy, safe and active lifestyles	Say how my body feels before, during and after exercise
Improving performance	Observe and describe what I and others have performed Name some things I am good at
PSHEE	
Drug Education	<ul style="list-style-type: none"> • Understand not to touch medicines and that substances in the house can be dangerous
Sex and relationships Education	<ul style="list-style-type: none"> • Understand basic hygiene • Know that as we grow we change • Explore different types of families and who to ask for help
Wellbeing and safety	<ul style="list-style-type: none"> • Understand the green cross code • Consider how to keep themselves safe
Financial Capability	<ul style="list-style-type: none"> • Understands that different people do different jobs
Citizenship	<ul style="list-style-type: none"> • Understand the school community charter and why those statements are important. • Understand the school rule • Understand place within the school • Understand they have a voice within the school/class context
Religious Education	
Special People	<ul style="list-style-type: none"> • <u>Myself, Who am I?</u> <ul style="list-style-type: none"> ○ Talk about own experiences and feelings, in relation to religion and belief ○ Talk about what is value and concern to themselves and others
Special Places	
Special Times	
Being Special	<ul style="list-style-type: none"> • <u>Myself, Who am I?</u> <ul style="list-style-type: none"> ○ Talk about own experiences and feelings, in relation to religion and belief ○ Talk about what is value and concern to themselves and others
Science	
Questioning and planning	<ul style="list-style-type: none"> • With support can ask simple questions and recognise that they can be answered in different ways
Measuring and recording	<ul style="list-style-type: none"> • Observe closely, using simple equipment • With support perform simple tests • With support identify and classify

Drawing conclusions	<ul style="list-style-type: none"> • With support use their observations and ideas to suggest answers to questions
Plants	<ul style="list-style-type: none"> • Identify and name common plants • Identify and describe the structure of common flowering plants • Children should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (trees: trunk, roots, branches, leaves, flowers (blossom), fruit; garden and wild plants: flower, petals, stem, leaves, roots, fruit, bulb and seed). • Children might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants and trees. Children might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast how different plants change over time
Animals (including humans)	<ul style="list-style-type: none"> • Identify and name common animals • Identify carnivores, herbivores and omnivores • Describe and compare the structure common animals • Identify, name, draw and label the basic parts of the human body link with each sense • Children should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Children should become familiar with the common names of birds, fish, amphibians, reptiles, mammals and invertebrates, including pets • Children should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes • Children might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells
Materials	<ul style="list-style-type: none"> • Distinguish between an object and the material it is made from • Identify everyday materials • Describe the simple physical properties of everyday materials • Compare and group together materials • Find out how the shapes of solid objects can be changed • Children should explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent. Children should explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. • Children might find out about people who have developed useful new materials, for example, John Dunlop, Charles Macintosh or John McAdam. • Children might work scientifically by: performing simple tests to explore questions such as: 'What is the best material for an umbrella? ... for lining a dog basket? ... for curtains? ... for a bookshelf? ... for a gymnast's leotard?'
Light	<ul style="list-style-type: none"> • Observe and name a variety of sources of light • Associate shadows with a light source being blocked by something • Children should explore materials to raise questions that will help them to understand the differences between materials that are transparent, translucent and opaque (though these words do not need to be used at this stage). They should observe shadows being formed in everyday contexts, such as when they play outside or shine torches indoors • Note: Children should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses • Children might work scientifically by exploring shiny things and grouping them according to whether they shine in the dark or not
Seasonal Changes	<ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies • Children should observe and talk about changes in the weather and the seasons • Children might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change
The whole child	
Self-awareness	<ul style="list-style-type: none"> • Children can set themselves some simple goals • Children can talk about what makes them happy and proud
Learning with others	<ul style="list-style-type: none"> • Children can work well in a group, when encouraged by an adult • Children can talk and listen to others about their work
Emotional Literacy	<ul style="list-style-type: none"> • Children can talk about when and why they feel happy and sad • Children can recognise when and why others are happy or sad
Equality	<ul style="list-style-type: none"> • Understand the importance of diversity

Respect	<ul style="list-style-type: none"> Children can say please and thank you
Responsibility	<ul style="list-style-type: none"> Children can take care of school resources, when directed by an adult Children can take responsibility for their own belongings Children can focus on their learning, in an adult-led task
Conflict management	<ul style="list-style-type: none"> Children can articulate their conflicts
Independence	
Resilience	<ul style="list-style-type: none"> Children can know that being stuck is part of learning