

Shibden Head Primary Academy




Curriculum Information for Parents & Carers

Year 1


There is a requirement for all schools to publish the outline curriculum for each year group on their website. It is impossible to publish details of every aspect of the curriculum. This document outlines the key content. Staff will always be very happy to discuss the content of the curriculum in more detail with any parent or carer. It should be noted that the details below are the 'standard curriculum' requirements; we constantly differentiate these to support and extend all pupils.


Learning Challenge Curriculum – much of the curriculum is taught through topic-based cross-curricular themes. Topics run for a half term, each one led by a different foundation subject. Maths, English are taught daily in addition to the topics. Details of the topics can be seen on the website class pages.


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	<ul style="list-style-type: none"> • Respond to a range of texts – narrative and non-narrative. • Relate reading to own experiences. • Check that a text makes sense – learn to re-read and correct miscues where needed. • Re-tell key stories with considerable accuracy. • Experience poems and rhymes. • Make predictions based on the events in a text. • Make inferences on basis of what is being said and done. • Read with pace and expression, i.e. pause at full stop; raise voice for question • Know difference between fiction and non-fiction texts. • Use phonic knowledge and skills to decode words.
	<ul style="list-style-type: none"> • Write full sentences with finger spaces. • Use conjunctions such as 'and', 'so' and 'but' to join sentences. • Use standard forms of verbs, e.g. go/went. • Begin to punctuate sentences using capital letters, full stops, question marks and exclamation marks. • Use capital letters for names & personal pronoun 'I'. • Sequence sentences in an appropriate order, such as for a story or a recount. • Correct formation of lower case letters and numbers. • Apply phonic knowledge when spelling. • Spell words using prefixes and suffixes.
	<ul style="list-style-type: none"> • Count to & across 100, forwards & backwards from any number. • Read and write numbers to 20 in digits & words. • Read and write numbers to 100 in digits. • Say 1 more/1 less to 100. • Count in multiples of 1, 2, 5 & 10. • Know bonds to 10 by heart. • Use bonds & subtraction facts to 20. • Add and subtract: <ul style="list-style-type: none"> ◦ 1 digit & 2 digit numbers to 20, including zero. • Add any three 1-digit numbers with a total up to 20.





	<ul style="list-style-type: none"> • Solve simple multiplication & division with apparatus and arrays; recognize the symbols for multiply and divide. • Recognise half and quarter of object, shape or quantity. • Sequence events in order. • Use language of day, week, month and year. • Tell time to hour and half past. • Measure length, weight and capacity using cm, m, l, ml, kg, g.
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<p>SCIENCE</p> 	<ul style="list-style-type: none"> • Name parts of the body and skeleton. • Conditions for life. • Medicines. • Senses. • Healthy eating. • Properties of materials. • Differences between living and non-living things. • Similarities/differences between plants and animals. • Seasonal changes.
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<p>COMPUTING</p> 	<ul style="list-style-type: none"> • Learn to turn on and log on to laptops and I Pads. • Use the start menu to select and open programmes. • Understand that computers can be used to gather information. • To identify and name different parts of a computer. • Learn to use different tools in an art programme. • Understand that a computer can be used to produce text. • To use a keyboard. • To manipulate fonts/text. • To save work. • Add clipart to a text document • To use beebots to explore direction and giving directions.
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<p>HISTORY</p> 	<ul style="list-style-type: none"> • Observe and explain differences between old and new objects. • Ask and answer questions about old and new objects. • Spot old and new things in a picture. • Answer questions using different sources of information. • Explain what an object was used for in the past. • Identify objects from the past. • Order objects chronologically.
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<p>GEOGRAPHY</p> 	<ul style="list-style-type: none"> • Seasonal change and changes in the environment. • Weather. • Treasure hunt around school using maps and clues related to location. • Describe a route to school. • Draw a simple map of our school site • Recognise physical and human features in the local area. • Land use and jobs. • Leisure activities. • Walking around our local area. • Draw a map of our classroom (bird's eye view) • Describe how two places are different.
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<p>ART</p> 	<ul style="list-style-type: none"> • Self portraits using paints, crayons, pastels and charcoal. • Clay models. • Printing techniques. • Colour mixing. • Looking at the work of artists linked to a country or theme, for Arts Festival week. • Commenting on our own work and others. • Discuss ways we can improve our art work.
<p>DESIGN TECHNOLOGY</p> 	<ul style="list-style-type: none"> • Design and make toy models. • Follow the recipe to make food linked to another culture (Eg, spicy Indian potato cakes). • Follow a basic recipe to make fairy cakes for a celebration
<p>MUSIC</p> 	<ul style="list-style-type: none"> • Sing songs – in assembly, for class performances. • Listen to and appraise music. • Use a variety of percussion instruments. • Recognise long and short sounds in music. • Rhythm and rhyme in songs • Tap out the pulse/beat of the music • Develop own simple composition.
<p>PE</p> 	<ul style="list-style-type: none"> • Games <ul style="list-style-type: none"> - Rolling and bowling. - Catching and throwing. -- Team ball games. - Hitting a ball using hand and bat. - Kicking, dribbling and passing a football. - Bouncing using hand and bat. - Skipping. - Running races. - Travelling in different directions. • Dance <ul style="list-style-type: none"> - Perform a class dance showing a clear beginning, middle and end. - Perform a class dance as an individual and part of the group. - Respond to rhythms and moods in music. - Make a range of body shapes. - Revise, repeat and improve a sequence. - Perform a dance as a character expressing feelings and ideas. - Show awareness of space, level and direction when performing an action. • Gymnastics <ul style="list-style-type: none"> - Use hands and feet to demonstrate a variety of ways of travelling. - Move under, over and through apparatus safely. - Know what makes a good landing. - Demonstrate different body shapes. - Link simple actions together. - Take weight on different parts of the body.