


















<b>Pirton Hill Primary School</b>
<b>Year 1 Curriculum Intent</b>

Autumn Term		Spring Term		Summer Term	
Theme:	My Bubble	Theme:	Happily Ever After	Theme:	Poles Apart
Values:	Responsibility and Respect	Values:	Readiness and Resilience	Values:	Aspirations and Appreciation
Visit / Visitor / Hook	Theatre trip: Christmas Panto Library	Visit / Visitor / Hook	Visit from a theatre Group: Castles/Monarchy themed	Visit / Visitor / Hook	Gingerbread Man postcards from around the world/Trip to Whipsnade Zoo
Focus of Year Group Wow	Christingle/Multi skills workshop for Mums, Dads & Carers/Performance of songs	Focus of Year Group Wow	Castle Making with Parents	Focus of Year Group Wow	Graduation and Van Gogh Art Exhibition
Contribution to w/sch wow	Pointillism poppies (Remembrance) / Songs for Harvest & Christmas	Contribution to w/sch wow	World Book Day	Contribution to w/sch wow	Summer Fayre

Progression of Skills and Knowledge (Termly)		
Autumn Term	Spring Term	Summer Term
<b>Reading:</b> <ul style="list-style-type: none"> <li>Revise phase 3 phonics and start phase 4 and 5</li> <li>Apply phonics knowledge as the skill to decode words.</li> <li>Learn to appreciate and recite rhymes and poems</li> <li>Link reading to own experiences</li> <li>Recognising and joining in with predictable phrases</li> <li>Discuss significance of title</li> <li>Participate in discussions</li> <li>Checking text makes sense/correct inaccurate reading</li> </ul>	<b>Reading:</b> <ul style="list-style-type: none"> <li>Continue phase 5 phonics and apply to decode words</li> <li>Read accurately by blending sounds of unfamiliar words containing GPC that have been taught.</li> <li>To read and understand words with contractions</li> <li>Becoming familiar with and retelling traditional tales.</li> <li>Prediction on what has been read so far.</li> <li>Participate in discussions – turn-taking</li> <li>Explain clearly their understanding of what has been read.</li> </ul>	<b>Reading:</b> <ul style="list-style-type: none"> <li>Secure phase 5</li> <li>Apply phonics knowledge as the skill to decode words.</li> <li>Respond speedily with correct grapheme for all 40plus phonemes, including alternative sounds for graphemes.</li> <li>Read common exception words</li> <li>Discussing word meanings to those already known</li> <li>Participate in discussions – listen to others</li> <li>Draw on what they already know/information provided.</li> </ul>
<b>Writing:</b> <ul style="list-style-type: none"> <li>Letters on the line and formed correctly (inc. orientation)</li> <li>Finger spaces</li> <li>Cohesive sentences, orally then written</li> <li>Writing in full sentences</li> <li>Capital letters at the start of sentences</li> <li>Capital letters for names</li> <li>Full stops at the end of sentences</li> <li>Understanding nouns</li> </ul>	<b>Writing:</b> <ul style="list-style-type: none"> <li>Prefix – un</li> <li>Personal pronoun - I</li> <li>Understanding verbs (inc. Past tense)</li> <li>Using ‘and’ to extend sentences</li> <li>Suffix to pluralise - s and es</li> <li>Exclamation marks and question marks</li> <li>Capital letters for months, days of the weeks</li> <li>Suffixes- er and est</li> </ul>	<b>Writing:</b> <ul style="list-style-type: none"> <li>Capital letters for places</li> <li>Adjectives to describe</li> <li>Present tense</li> <li>Securing all skills from autumn and Spring.</li> </ul>
<b>Maths:</b> <ul style="list-style-type: none"> <li>Number: Place Value within 10</li> <li>Number: Addition and Subtraction within 10</li> <li>Geometry: Shape – Common 2D and 3D Shapes</li> <li>Number: Place Value within 20</li> </ul>	<b>Maths:</b> <ul style="list-style-type: none"> <li>Number: Adding and subtracting within 20</li> <li>Number: Place value within 50</li> <li>Measurement: Length/height/weight/volume using non-standard measures to compare; cm for length and height</li> </ul>	<b>Maths:</b> <ul style="list-style-type: none"> <li>Number: Multiplication and Division – doubles, counting in 10s, equal groups, repeated addition/ subtraction</li> <li>Number: Fractions - ½ and ¼</li> <li>Geometry: Position and Direction – ½ and ¼ turns</li> <li>Number: Place Value within 100</li> <li>Measurement: Money and Time – Recognise coins, chronological sequences, days, months, hour ½ past</li> </ul>

Autumn Term	Spring Term	Summer Term
 <ul style="list-style-type: none"> <li>Name common animals</li> <li>Group common animals into carnivores, herbivores and omnivores.</li> <li>Identify and name parts of the human body.</li> <li>Link body parts to senses.</li> </ul>	 <ul style="list-style-type: none"> <li>Understand different everyday materials.</li> <li>Describe the properties of everyday materials.</li> <li>Investigate the suitability of materials for a given task.</li> <li>Test and compare a variety of everyday materials.</li> </ul>	 <ul style="list-style-type: none"> <li>Name a variety of plants and trees.</li> <li>Name and describe the parts of a plant and their purpose.</li> <li>Understand and use the language deciduous and evergreen.</li> <li>Name and describe the four seasons.</li> </ul>
 <ul style="list-style-type: none"> <li>Understand that a programmable toy can be controlled by inputting a sequence of instructions and this is an algorithm.</li> <li>Break down a process into simple clear steps, as in an algorithm</li> <li>Use a device to capture moving images</li> </ul>	 <ul style="list-style-type: none"> <li>To use the web safely to find ideas for an illustration</li> <li>Understand how the use of ICT differs from using paint and paper</li> <li>To find a use pictures in the web</li> <li>To sort and organise images into groups</li> </ul>	 <ul style="list-style-type: none"> <li>To record sounds using recording equipment</li> <li>To understand how a talking book differs to a paper-based book.</li> <li>To develop basic key board skills through typing and formatting text</li> <li>Develop skills in storing, retrieving, combining files</li> </ul>
 <ul style="list-style-type: none"> <li>Name the continents.</li> <li>Name countries, capital cities for the countries in the UK.</li> <li>Create an aerial map.</li> <li>Describe and explain land use in our local area.</li> </ul>	 <ul style="list-style-type: none"> <li>Understand what the monarchy is and how it has changed over time.</li> <li>Name and describe the contributions to society of 3 significant queens.</li> <li>Name and identify key aspects of lives in different historical periods.</li> </ul>	 <ul style="list-style-type: none"> <li>Name, locate and describe the location of the equator, north and south poles.</li> <li>Describe key geographical features of each continent.</li> <li>Identify landmarks and features using aerial photographs.</li> </ul>
 <ul style="list-style-type: none"> <li>Describe and explain their family and family links.</li> <li>Understand family can be far reaching.</li> <li>Recall significant events within their memory.</li> <li>Explain how our local area has changed over time.</li> </ul>	 <ul style="list-style-type: none"> <li>Plan, make and evaluate a product.</li> <li>Select materials suitable for a purpose.</li> <li>Join materials effectively.</li> <li>Cut materials appropriately, safely and accurately.</li> </ul>	 <ul style="list-style-type: none"> <li>Name and describe Van Gogh.</li> <li>Offer opinion to impressionist art.</li> <li>Develop still life drawing skills.</li> <li>Create their own Van Gogh style painting.</li> </ul>
 <ul style="list-style-type: none"> <li>Name and describe Picasso.</li> <li>Offer opinion on Cubist art.</li> <li>Develop portrait drawing skills.</li> <li>Create Cubist Portrait painting.</li> </ul>		

Progression of Skills and Knowledge (Annual)			
 <ul style="list-style-type: none"> <li>Begin to use voice and percussion instruments, including body percussion to create a variety of sounds in performance</li> <li>To follow a steady beat</li> <li>Develop musical listening skills</li> </ul>		 <ul style="list-style-type: none"> <li>Who is God and what do people believe in? What makes us human, unique and special?</li> <li>Customs around greetings and birth. How do religions explain the beginning of the world?</li> <li>What is society? What is evidence of God in nature?</li> </ul>	
 <ul style="list-style-type: none"> <li>Copy and explore basic body actions demonstrated by teacher</li> <li>Perform simple gymnastics movements (jump, roll, travel, climb, still)</li> <li>Move fluently, changing direction and speed easily without collision</li> <li>Roll, throw, strike, kick with some control</li> </ul>		 <ul style="list-style-type: none"> <li>Be able to explain what Growth Mindset is</li> <li>Explain how to care for my environment (home, school, local)</li> <li>Name people who care for me</li> <li>Explain how these people care for me</li> </ul>	