



Gosfield School

Year 1 Curriculum Booklet

This booklet is a guide to your child's current academic year, giving you an overview of the content of our curriculum at Gosfield Prep School. Our curriculum has been devised to interest and engage every child to help them realise their potential. As with all the best teaching, it may be liable to changes as we respond to the questions, interests and particular needs of the pupils, but it will give you a broad idea of the year ahead.

If you have any questions please speak with your child's class teacher.

Year 1 Yearly Overview for English

Your child will be assessed against the following criteria:

Reading	Writing
<p>Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Reads accurately by blending sounds in unfamiliar words.</p> <p>Reads common exception words.</p> <p>Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Develops pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently• Becoming very familiar with key stories, fairy stories and traditional tales. <p>Understands both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none">▪ Checking that the text makes sense to them as they read▪ Correcting inaccurate reading as they read▪ Discussing the significance of the title and events▪ Predicting what might happen on the basis of what has been read so far	<p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Writes sentences by:</p> <ul style="list-style-type: none">• Sequencing sentences to form short narratives.• Re reading what has been written to check that it makes sense. <p>Spells words containing each of the 40+ phonemes already taught.</p> <p>Names the letters of the alphabet in order.</p> <p>Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>

Year 1 Yearly Overview for Maths

Your child will be assessed against the following criteria:

Number and Place Value	Addition and Subtraction	Measurement	Properties of Shape
<p>Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given number.</p> <p>Counts, reads and writes numbers to 100 in numerals.</p> <p>Counts in multiples of twos, fives and tens.</p> <p>Given a number, identifies one more and one less.</p>	<p>Represents and uses number bonds and related subtraction facts within 20 fractions (including decimals).</p> <p>Recognises, finds and names a half as one of two equal parts of an object, shape or quantity.</p>	<p>Compares, describes and solves practical problems for:</p> <ul style="list-style-type: none"> • Lengths and heights, e.g. long/short, longer/shorter, tall/short, double/half. • Mass/weight e.g. heavy/light, heavier than, lighter than. • Capacity and volume e.g. full/empty, more than, less than, half, half full, quarter. • Time e.g. quicker, slower, earlier, later. <p>Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times.</p>	<p>Recognises and names common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> • 2D shapes e.g. rectangles (including squares), circles and triangles. • 3D shapes e.g. cuboids (including cubes), pyramids and spheres.

Year 1 – Science

Topic/Area of Study	Description	The skills developed through this topic
Autumn Term Every day materials	Pupils will identify what a range of objects are made from. Through experiments they will look at and compare the properties of some materials. This leads onto the pupils using their knowledge to decide which materials are better suited for specific functions.	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Identify, name, describe, classify and compare properties and changes. Look at the practical uses of every day materials.
Spring Term Animals, including humans	This topic will lead into learning about a greater variety of living things. They will learn to classify all living things and go on to develop their knowledge of the structure of the individual animals.	Identify and name a variety of animals in their habitats. Identify, classify and ask simple questions. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
Summer Term Plants Seasonal changes	Pupils will use their observations to talk about changes in the weather and between seasons. This will be extended to weather and seasons around the world. Pupils will engage with lots of practical experience to further their identification skills. They will enjoy a variety of nature walks to be able to identify and name different types of plants.	To work scientifically. To understand the Earth's movement. To observe the apparent movement of the sun during the day. To observe changes across the four seasons and how day length varies.

Year 1 - History

Topic/Area of Study	Description	The skills developed through History
<p>Autumn Term Castles, Kings and Queens</p> <p>Toys</p>	<p>Pupils will find out about significant British monarchs in history and carry out a study of Richard III. They will make comparisons between Elizabeth I and Queen Victoria and consolidate their awareness of the past and significant individuals through using timelines and making comparisons between various periods in history.</p> <p>Pupils will choose a favourite toy from today and compare them to toys which were popular when their parents and grandparents were children.</p> <p>Pupils will develop a range of historical skills such as asking and answering questions, identifying and interpreting different sources, recognising change and exploring how this influences them today.</p> <p>Pupils will visit Stansted Mountfitchet Castle and Toy Museum to consolidate their learning in the Autumn Term.</p>	<p>To investigate and interpret the past.</p> <p>To understand chronology.</p> <p>To understand some of the ways in which we find out about the past.</p> <p>To describe significant people from the past.</p> <p>To place events and artefacts on a timeline.</p> <p>To identify similarities and differences between ways of life in different periods.</p> <p>To learn about changes within living memory.</p> <p>To find out about events beyond living memory that are significant nationally or globally.</p> <p>To learn about the lives of significant individuals in the past who have contributed to national and international achievements and to compare aspects of life in different periods.</p>
<p>Spring Term Transport and Journeys</p>	<p>Pupils will find out about the development of travel and transport throughout history. They will consolidate their understanding of chronology by using timelines and making comparisons between old and new forms of transport. This topic focuses on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. It also looks at significant individuals such as George Stephenson and the Wright brothers.</p>	<p>To understand the history behind Stansted Mountfitchet Castle and significant historical events, people and places in their own locality.</p>

The Great Fire of London	Pupils will find out about the key events of the Great Fire of London and develop an understanding of the ways in which we can find out about the past through discussing primary sources. In doing so, this unit provides an introduction to Samuel Pepys and his infamous diary. Pupils will have the opportunity to increase their awareness of the past by comparing and contrasting past and present-day London, as well as looking at how life was different in the 17th century.	
Summer Term Significant People – Nurturing Nurses	Pupils will learn about influential nurses such as Florence Nightingale, Mary Seacole and Edith Cavell. They will explore what makes a person significant. They will explore and compare the lives and work of these nurses and consider how these individuals have influenced nursing today.	

<p>Spring Term The British Isles</p> <p>UK versus Brasilia</p>	<p>Through focusing on the four countries that form the United Kingdom, pupils will develop a greater awareness of what distinguishes the separate countries in terms of their physical geography. They will explore the UK by looking at individual countries, capital cities, human and physical features.</p> <p>Pupils will develop their mapping skills by plotting different locations around the UK.</p> <p>The two locations we study in this topic help to introduce the concept of human geography. Through storytelling, pictures and videos, pupils will start to gain an insight into how locations vary around the world in terms of the people who live there and the environment they live in.</p> <p>They will compare and contrast the capital cities of London and Brasilia in detail.</p>	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To locate countries and continents on a world map.</p> <p>To compare two or more localities.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Use basic geographic vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>
<p>Summer Term Wonderful Weather</p>	<p>The Wonderful Weather topic will teach pupils about different types of weather in their immediate environment along with the four seasons. Pupils will have the opportunity to build on this knowledge and be introduced to hot and cold areas of the world and the impact of weather types. They will observe and record the weather, present their own weather forecasts and make valuable links with Science, Computing, Numeracy and Literacy from across the curriculum.</p>	<p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>

Year 1 – Spanish

Topic/Area of Study	Description	The skills developed through Spanish
Autumn Term	Pupils will learn: <ul style="list-style-type: none"> • About the culture of Spain. • How to say hello and goodbye. • How to ask someone their name and give their own name. • The numbers 1-20. • How to ask someone how they are and to answer. • About Christmas in Spain. 	<ul style="list-style-type: none"> • To listen attentively to spoken language and show understanding by joining in and responding. • To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • To read carefully and show understanding of words, phrases and simple writing. • To appreciate stories, songs, poems and rhymes in the language. • To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.
Spring Term	Pupils will learn: <ul style="list-style-type: none"> • The colours in Spanish. • Shapes in Spanish. • Some Spanish songs. • About Easter in Spain. 	
Summer Term	Pupils will learn: <ul style="list-style-type: none"> • Animal vocabulary. • Different adjectives in Spanish. • The days of the week. • Some Spanish songs. 	

Year 1- PE

Topic/Area of Study	Description	The skills developed through PE
<p>Autumn Term Multi Skills</p> <p>Parachute Games</p>	<p>Multi Skills</p> <ul style="list-style-type: none"> • Developing spatial awareness and various ways to travel. • Use various small and large equipment to develop control and coordination. • Play simple games to understand the importance of playing fairly and to the rules. <p>Parachute Games</p> <ul style="list-style-type: none"> • To encourage teamwork and cooperation by using the same piece of equipment. • To develop travelling on, along and under equipment with control. • To understand the basic principles of throwing under and overarm. 	<p>To master basic movements including running, jumping, throwing and catching.</p> <p>To develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p>To perform dances using simple movement patterns.</p>
<p>Spring Term Gymnastics and Dance</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> • To move by travelling, jumping, turning and rolling with some coordination and control. • To travel using changes of speed and levels. • To performing a simple sequence of movements. <p>Dance</p> <ul style="list-style-type: none"> • To respond to stimuli with a range of actions. • To copy and explore basic body actions demonstrated by teacher. • To choose movements with a partner and make up their own phrases. • Choose and link actions to make short dance phrases that express an idea, mood or feeling and reflect rhythmic qualities. 	

Multi Skills	<p>Multi Skills</p> <ul style="list-style-type: none"> • To throw, catch and kick objects with some control and accuracy. • To develop a basic understanding of attacking play and work with others to move a ball towards a target. • To develop simple tactics to compete against a partner. 	
<p>Summer Term Athletics</p> <p>Striking and Fielding</p>	<p>Athletics</p> <ul style="list-style-type: none"> • To run and change directions and speed on command. • To develop the ability to take off and land with different feet combinations. • To roll a ball with accuracy, and throw an object under and overarm with some control and coordination. <p>Striking and Fielding</p> <ul style="list-style-type: none"> • To begin to develop catching and throwing skills. • To start to explore striking skills. • To learn the basic principles of game play. 	

Year 1 – Additional Subjects

Art and Design

Pupils will:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Computing

How Computers Work: Recognise common uses of information technology beyond school.

Communication and e Safety: 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.

Data and Information: Use technology purposefully to organise digital content.

Algorithms and Programming: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

Design Technology

Pupils will learn how to design, make and evaluate purposeful, functional, appealing products for themselves and other users based on design criteria. They will generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. They will select from and use a range of tools and materials, textiles and ingredients. They will build structures, exploring how they can be made stronger, stiffer and more stable and explore and use mechanisms in their products. In cooking and nutrition, they will use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.

Drama

Pupils will learn to:

- Apply vocal, physical and design skills to communicate in performance.
- Develop and refine creative ideas from stimuli.
- Engage with the process of collaboration.
- Create character, roles, artefacts and designs.
- Analyse and evaluate personal contribution to the creation, development and refinement process.
- Analyse and evaluate performance, design skills and creative intentions within a performance.
- Demonstrate understanding of genre, structure, character, form, style, theatrical convention and language.
- Use drama terminology.

Forest School

At the end of the year pupils will be able to:

- Use loppers and secateurs safely.
- Throw a rope over a branch.
- Name 3 trees.
- Name 3 minibeasts.
- Use a potato peeler to remove the bark from a stick.
- Read the temperature using a thermometer.
- Know the basic things needed to make a fire.

Music

Pupils will learn to:

- Develop performance skills accurately following the melody.
- Clap rhythmic patterns.
- Create a mixture of different sounds – long, short, loud, quiet, high, low.
- Identify the beat of a tune.

PSHE

Pupils will:

- Learn to recognise likes/dislikes, fair/unfair, right/wrong.
- Recognise and discuss feelings in a positive way. They will learn to recognise choices they can make, especially with regard to their health and wellbeing.
- Think about themselves, learn from their experiences and recognise what they are good at. They will look at how family and friends should care for each other.
- Share opinions on things that matter to them and explain their views. They will be encouraged to identify and respect similarities and differences between people.
- Take part in simple debates about topical issues, learning to listen to others and play and work cooperatively.

RE

Special people:

Christianity – stories about Jesus.

Hinduism – the story of Rama and Sita; Lights at Divali.

Sikhism – stories about the childhood of Guru Nanak; celebrating Guru Nanak's birthday.

Special symbols and objects:

Christianity – special things in a Christian home; the cross; Easter symbol.

Buddhism – the Buddha image; remembering the Buddha's life at the festival of Wesak.

Judaism – the Torah scroll; the story of how Moses led his people to freedom; remembering the story at the Seder meal during Pesach.

Special things in nature:

Christianity – the Genesis creation story; the Christian duty to care for the natural world; stories of Jesus and hymns about the beauty of the natural world; St Francis of Assisi and his relationship with things in nature.

Hinduism – Gods associated with the elemental forces of nature; a Hindu story of creation.

Islam – The cave on Mount Hira where the Qur'an was revealed to Muhammad; remembering the revelation of the Qur'an during Laylat al-Aadr; stories about Muhammad's kindness to animals.