



Race Leys Infant School
Year 1 Curriculum Updated September 2024



Year 1	Autumn 1 8 Weeks		Autumn 2 7 Weeks		Spring 1 6 Weeks		Spring 2 7 Weeks		Summer 1 4 Weeks		Summer 2 7 Weeks	
Topic	Playtimes and Pastimes		Fairy Tales		London Homes Then and Now		Growing		Hidden Treasure and Mysteries		Under the Sea	
Focus	History		Stories		History		Geography		Geography		Science	
Key Texts												
Significant Authors	September Julia Donaldson	October Emily Gravett	November Oliver Jeffers	December Sue Hendra	January Martin Waddell	February Caryl Hart	March Mick Inkpen	April Eric Carle	May Allan Ahlberg	June Benji Davies	July Bethan Woolvin	
Key Events Experiences	Harvest Festival Poetry Day Toy Museum Mini First Aid Visitors and Family members to share toys and pastimes		Fairy tale Performance Anti Bullying Week		Great Fire Experience Internet Safety Day		Reading Week		Our School History		Health and Well-Being Week Sea Life Centre Transition Day	
School Values	Respect		Honesty		Perseverance and Pride		Care		Fairness and Equality		Teamwork	



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Writing	Texts	Fiction Kipper Bear Shaped	Non-Fiction Toys and Games from past-Sally Hewitt	Fiction Little Red Riding Hood Jack and the Beanstalk	The Jolly Postman? TBC	Non-Fiction London non-fiction books London leaflets	Fiction Katie in London by James Mayhew Paddington by Michael Bond	Non-Fiction Caring for plants	Fiction The Tiny Seed by Eric Carle	TBC	Fiction The Egg by M.P. Robertson	Fiction Flotsam by David Wiesner	Non-Fiction The Big Book of the Blue by Yuval Zommer Non-Fiction Pirates
	Genre	Captions and sentences	Labels and Lists	Sentence writing Poetry-performance	Letter	Leaflets	Story	Instructions	Story	Fact file	Story	Postcards	Recount
	Focus	Basic sentence structure	Organisation	Ordering instructions Verbs	Sentence structure	Organisation	Story sequence-beginnings and endings	Questions	Story sequence-beginning, middle and end	Organisational features	Character	Organisational features	Time order
	Grammar	Composing writing orally before scribing it. Finger spaces Phonics	Composing writing orally before scribing it. Finger spaces Phonics	Time conjunctions Imperative verbs	Conjunction 'and' Singular/Plural 's' .	Punctuation Nouns Capital letters for proper nouns	Days of the week Adjectives using -ing,	Questions Capital letters for proper nouns	Writing in the past tense: verb ending 'ed' Exclamation marks	Days of the week Regular plural noun suffixes -s or -es	Prefix un-changes the meaning of verbs and adjectives, e.g. 'unhappy'	Punctuation, using full stops, question marks and exclamation marks.	-er and -est where no change is needed



Reading	Phonics and decoding	<ul style="list-style-type: none"> * Apply phonic knowledge and skills as the route to decode words. * Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. * Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. 													
	Read Write Inc groups	RWI differentiated groups <i>ARE= Purple (end of Autumn 1)</i> <i>ARE= Pink group (end of Autumn 2)</i> Set 1 and Set 2 sounds			RWI differentiated groups <i>ARE= Orange group (end of Spring 1)</i> <i>ARE= Yellow group (end of Spring 2)</i> Set 1, 2 and 3 sounds			RWI differentiated groups ARE= Yellow group (end of Summer 1) ARE= Blue group (end of Summer 2) Set 1, 2 and 3 sounds							
	Termly Phonics				<ul style="list-style-type: none"> * Read words containing taught GPCs and -s, -ing and -ed, endings. 			<ul style="list-style-type: none"> * Read words containing 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 [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 							
	Common exception words	<ul style="list-style-type: none"> * Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the words. 													
	Fluency	<ul style="list-style-type: none"> * Read 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. * Re-read these books to build up their fluency and confidence in word reading. 													
	Understanding and checking inaccuracies	<ul style="list-style-type: none"> * Check that the text makes sense to them as they read and correct inaccurate reading. 													
	Content domains														
	1a Vocabulary	Discuss word meaning.			Discuss word meaning, starting to make links to known words.			Discuss word meaning making links to known words.							
	1b Retrieval	Be familiar with key stories.			Answer questions about a familiar story – in conjunction with the teacher			Retrieve basic information with teacher support. Answer questions about a text– in conjunction with the teacher							
	1c Sequencing	Sequence 3 pictures to retell a known short narrative, focusing on beginning, middle and end.			Sequence up to 5 pictures to retell a known short narrative.			Sequence events from key stories.							
	1d Inferences	Answer questions about a picture.			Begin to make simple inferences about a picture, e.g. Once Upon a Picture			With teacher support, make simple inferences about a book they are very familiar with.							
	1e Prediction	Recognise and join in with predictable phrases.			In discussion with a teacher, predict what might happen based on a story's events so far.			Predict what might happen on the basis of what has been read so far.							
	Poetry and performance	<ul style="list-style-type: none"> * Learn to appreciate rhymes and poems, and to recite some by heart. 													
Maths We will follow the White Rose Maths (Version 3.0) We will also be using the Mastering Number programme to improve fluency and facts at our fingertips.	Exploring Numbers to 20, counting (2 Weeks)	Place Value (5 Weeks) within 10	Addition and Subtraction (5 Weeks) within 10	Shape (1 Week)	Place Value (3 Weeks) within 20	Addition and Subtraction (3 Weeks) within 20	Place Value (2 Weeks) within 50	Length and Height (2 Weeks)	Mass and Volume (2 Weeks)	Multiplication and Division (3 Weeks)	Fractions (2 Weeks)	Position and direction (1 Week)	Place Value (2 Weeks) (within 100)	Money (1 Week)	Time (2 Weeks)



<p>More information will be on Year Group</p>															
<p>PSHCE</p>	<p>Being me in my world I can feel special and safe. I understand what it means to be part of a class. I understand my rights and responsibilities. I understand rewards and feeling proud. I can understand consequences.</p> <p>Protective Behaviours I know how to behave when we have feelings. I can recognise Early warning signs. I have an understanding of body privacy. I understand the difference between safe and unsafe secrets. I will learn about my Network hand – recognising people I can go to if I feel unsafe.</p>	<p>Celebrating Difference I can understand similarities and differences. I understand bullying and knowing how to deal with it. I can explore making new friends. I can celebrate the differences in everyone.</p>	<p>Dreams and Goals I can set goals and identify successes and achievements. I am aware of different learning styles. I can work well and celebrate achievement with a partner. I can tackle new challenges. I can identify and overcome obstacles. I understand my feelings of success.</p>	<p>Healthy Me I can understand how to keep myself healthy and make healthier lifestyle choices. I understand about keeping clean and being safe. I understand about medicine safety/safety with household items. I can discuss road safety. I understand the link between health and happiness.</p>	<p>Relationships I can explain that I belong to a family. I can make friends/know how to be a good friend. I can share my physical contact preferences. I know who the people who help us are. I understand the positive of qualities as a friend and person. I can be kind to myself and can celebrate special relationships.</p>	<p>Changing Bodies I can explore life cycles – animal and human. I can identify changes in myself since being a baby. I can understand the differences between female and male bodies (using the correct terminology). I can explore coping with change and transitions.</p>									
<p>Science</p>	<p>Everyday Material I can distinguish between an object and the material from which it is made.</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>I can describe the simple physical properties of a</p>	<p>Animals including Humans</p> <ul style="list-style-type: none"> - Parts of the body - Keeping Healthy <p>I can identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Seasonal Changes I can observe changes across the four seasons. (including deciduous and evergreen trees.)</p> <p>Summarising – weather I can observe and describe the weather associated with the seasons and how the day length varies.</p>	<p>Plants I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Animals including Humans –</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles,</p>	<p>Animals including Humans I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>									



	<p>variety of everyday materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>I can explain how the properties of materials make them particularly useful for specific purposes.</p> <p>Seasonal Changes I can observe changes across the four seasons.</p> <p>I can name the features of the season we're in.</p>				<p>birds and mammals, including pets).</p>	
<p>Science Skills</p> <p>Asks simple questions and recognises that they can be answered in different ways.</p> <p>Observes closely, using simple equipment.</p> <p>Performs simple tests.</p> <p>Can identify and classify.</p> <p>Uses their observations and ideas to suggest answers to questions.</p> <p>Gathers and records data to help in answering questions.</p>	<p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>I can classify objects made of one material in different ways e.g. a group of objects made of metal.</p> <p>I can test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters.</p>	<p>Take measurements of parts of the body and present results in a table to interpret.</p> <p>I can conduct simple sense experiments. Which part of my body is good for feeling, which is not? Which food/flavours can I identify by taste? Which smells can I match?</p>	<p>I can use data to create a pictogram and use this to describe changes in day length over the seasons.</p> <p>I can gather and record data about weather conditions in autumn, drawing on observation and using simple equipment (such as a container to measure rainfall)</p> <p>I can use their evidence to describe some other features of the weather, surroundings, themselves, animals, and plants found in autumn.</p>	<p>I can sort and group parts of plants using similarities and differences e.g. the shape of leaves, the colour of the flower/blossom.</p> <p>I can use simple charts and Venn diagrams etc. to identify and classify plants.</p> <p>I can use photographs and their own observations to talk about how plants change over time (e.g. seed to sapling to tree) and over the year (deciduous and fruit bearing trees)</p>	<p>I can make first hand close observations of animals from each of the groups.</p> <p>I can classify animals using a range of features e.g. lay eggs/give birth to live young, herbivore, omnivore (these terms do not have to be explicitly taught).</p> <p>I can identify animals by matching statements to named images.</p>	<p>I can compare the structure of two animals from the same or different group e.g. wings, feathers, vertebrates /invertebrates.</p>



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	I can use their test evidence to answer the questions about properties e.g. Which cloth is the most absorbent?		I can demonstrate my knowledge in different ways e.g. creating seasonal artwork, creating a pictogram (and use this to ask and answer related questions)	I can plant seeds and observe how they grow and change by making simple observations. (Sunflowers)		
School Context Bringing Learning to Life in Science	Children to begin planting ready for their learning later in the year. Identify the materials key local buildings are made from and discuss why those materials have been used.	Senses discussed and explored within school. What do we see, hear, touch, smell and taste every day?	Children will learn about seasonal change in the school grounds (including memorial garden, reading corner, pond and playground).	Children visit the same areas in the school grounds and locality from Autumn term to draw comparison.	Planting seeds using the outdoor classroom resources. Tour and discussion of the edible garden at school.	Visit to the Sea Life Centre (Virtual tours)
Geography		<p>Place Knowledge I can learn how to find my way around the classroom and school showing an awareness of where things belong.</p> <p>I can recognise similarities and differences in my immediate environment.</p> <p>Geographical Skills and Fieldwork I can begin to understand the purpose of a map. I can use simple fieldwork and observational skills to study the geography of my school and its grounds. I can use locational and directional language; near, far, left and right. I can follow a map around the school.</p>	<p>Locational Knowledge I can name London as England's capital city. I can find London on a map. I can name and locate the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Geographical Skills and Fieldwork I can use world maps, atlases and globes to identify the United Kingdom and its countries. I can start to use aerial photos.</p>			<p>Place Knowledge I can understand similarities and differences through studying the human and physical geography of coastal/inland areas of UK.</p> <p>Human and Physical Geography I can compare and contrast inland and coastal areas of the UK. I can start to identify physical/human features.</p>



		I can make a simple map.				
Geography ongoing skills	Human and Physical Geography I can identify seasonal and daily weather patterns in the UK. (revisit alongside Seasons work in Science)					
History	<p>Changes within Living Memory Toys Chronology I can sequence 3 events in my own life, noticing how I've changed. I can match artefacts to people of different ages. I can sequence 3 artefacts from distinctly different time periods. Range and depth of historical knowledge I can recognise the difference between past and present in my own life. I can recognise the difference between past and present in others' lives. I can give a plausible explanation about what an artefact was used for in the past. I can recognise the difference between old and new. I can identify artefacts from the past. Remembrance Day I understand that we celebrate/ commemorate</p>		<p>Events beyond living memory Significant Historical Event Great Fire of London and Significant People Samuel Pepys</p> <p>Chronology I can sequence 3 events (starting to give reasons). I can label simple timelines with artefacts, people and pictures. I can recognise that stories I hear may have happened a long time ago.</p> <p>Range and depth of historical knowledge I can give a plausible explanation about what an artefact was used for in the past. I can understand what a famous person did. I can describe an historical event that happened years ago. I can begin to recognise why events happened.</p>		<p>Significant People Beatrix Potter Chronology I can sequence 3 events, giving reasons.</p> <p>Range and depth of historical knowledge I can understand and describe what a famous person did.</p> <p>Interpretations of History I understand the difference between fact and fiction.</p>	



	<p>events because of what happened many years ago.</p> <p>Historical Enquiry</p> <p>I can ask questions about the past from artefacts or pictures.</p>		<p>I understand that we celebrate/commemorate certain events because of what happened many years ago.</p> <p>Historical Enquiry</p> <p>I can use pictures, stories, artefacts, books, videos, photos and internet.</p>			
Ongoing History Skills	<p>Chronology</p> <p>I can use words and phrase such as before I was born, when I was younger, before, after, past, present, then and now.</p> <p>Historical Enquiry</p> <p>I can ask and answer questions about the past.</p>					
D&T	<p>Mechanisms</p> <p>Design and make your own wheeled toy</p> <p>I know about the simple working characteristics of materials and components.</p> <p>I am beginning to use ICT where appropriate to develop ideas.</p> <p>I know about the movement of simple mechanisms such as wheels and axels.</p> <p>I am beginning to use the correct technical vocabulary for projects.</p> <p>I am beginning to measure, mark out, cut and shape materials and components and then begin to assemble, join and combine materials and components with support.</p>		<p>Structures</p> <p>Designing a London home</p> <p>I can make a structure/model using different materials beginning to explore how they can be made stronger.</p> <p>I am beginning to measure, mark out, cut and shape materials and then begin to assemble, join and combine materials with support.</p> <p>I am beginning to use simple finishing techniques to improve the appearance of a product.</p>	<p>Cooking and Nutrition</p> <p>Prepare health meals / snacks / drinks</p> <p>I am beginning to group food according to its sensory characteristics.</p> <p>I know that all food comes from plants and animals.</p> <p>I can name and sort foods into the five groups in the Eatwell Plate.</p> <p>I can prepare some simple dishes (fruit) using techniques safely and with developing accuracy e.g. cutting and peeling.</p> <p>I can assemble, join and combine food with support.</p> <p>I am beginning to use finishing techniques effectively (presentation).</p>		



	I am beginning to use simple finishing techniques appropriately, including those from art and design.					
Ongoing D&T Skills	<p>Designing I am beginning to generate ideas by drawing on my own experiences and existing products. I can explain what product I am designing and making and whom it is for. I am beginning to use simple design criteria. I am beginning to describe my ideas by talking, drawing pictures and adding labels where appropriate.</p> <p>Making I can select from a range of appropriate tools and equipment according to their characteristics. I am beginning to understand the correct vocabulary to describe the tools and processes. I can follow procedures for safety and hygiene with support from the teacher. I am beginning to use a range of materials and components, including construction materials and kits, food ingredients and mechanical components.</p> <p>Evaluating I am beginning to talk about my design ideas and what I have made. I can make simple judgments of how my design met my design ideas.</p>					
Art		<p><u>Printing</u> Resource: AccessArt Brickwork and repeated patterns I can load paint evenly onto a roller.</p> <p>I can load the paint onto a printing block.</p> <p>I can press down evenly and gently to produce a whole print.</p> <p>I can use print to create multiples.</p>		<p><u>Drawing</u> Resource: AccessArt 'Spirals' pathway'. / Monoprinting and Painting - GFOL I use different materials for non-structured mark making (graphite pencils, pastels, handwriting pens).</p> <p>I can draw shapes and lines of different sizes and thickness to represent observations and ideas.</p> <p>I am beginning to record some pattern and texture by adding dots and lines.</p>	<p><u>Sculpture</u> AccessArt 'Introduction to sculpture'. I know about the properties of clay.</p> <p>I can use techniques including rolling, cutting, moulding. I can use the 'score and slip' technique to join clay. I can use tools to create pattern, detail and texture.</p>	<p><u>Painting</u> Resource: AccessArt Exploring through watercolour I can stay within drawn lines when using a thin brush.</p> <p>I can rinse the brush when needed and remove excess water.</p> <p>I can name the primary colours, red, yellow, blue and understand that they cannot be made. I can add white to colours to make tints of colour.</p>
Ongoing Art Skills	<p>I can share my experiments and final piece with others and share what I liked and what went well. I can enjoy the work of my classmates and I can see how all the work is different. I can share my response to some of their work. I can share my response to the work of other artists.</p>					


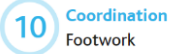


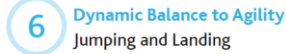
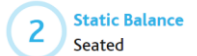

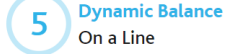



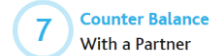




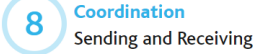



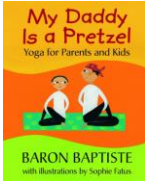




RE	K.1.1 How might your religion or worldview be seen in the choices you make?		K.1.2 Where do people turn for guidance in life?		K.1.3 How do people with similar religion and worldviews share and celebrate their beliefs?	
<p>Computing We will be using Purple Mash for our learning.</p>	<p>Unit 1.1 – Online Safety (4) I can log in safely. I can learn how to find saved work in the Online Work area and find teacher comments. I can learn how to search Purple Mash to find resources. I can become familiar with the icons and types of resources available in the Topics section. I can start to add pictures and text to work. I can explore the Tools and Games section of Purple Mash. I can learn how to open, save and print. I can understand the importance of logging out. Unit 1.2 – Grouping and Sorting (2) I can sort items using a range of criteria. I can sort items on the computer using the 'Grouping' activities in Purple Mash.</p>	<p>Unit 1.3 – Pictograms (3) I understand that data can be represented in picture format. I can contribute to a class pictogram. I can use a pictogram to record the results of an experiment. Unit 1.4 – Lego Builders (3) I can compare the effects of adhering strictly to instructions to completing tasks without complete instructions. I can follow and create simple instructions on the computer. I can consider how the order of instructions affects the result.</p>	<p>Keeping Safe Online Using https://www.thinkuknow.co.uk/4-7/ Jessie Stories Children can also explore elements of Interland Unit 1.5 – Maze Explorers (3) I can understand the functionality of the direction keys. I can understand how to create and debug a set of instructions (algorithm). I can use the additional direction keys as part of an algorithm. I can understand how to change and extend the algorithm list. I can create a longer algorithm for an activity. I can set challenges for peers. I can access peer challenges set by the teacher as 2Dos.</p>	<p>Unit 1.6 – Animated Story Books (5) I can introduce e-books and the 2Create a Story tool. I can add animation to a story. I can add sound to a story, including voice recording and music the children have composed. I can work on a more complex story, including adding backgrounds and copying and pasting pages. I can share e-books on a class display board. Sharing the story of Goldilocks for a digital age</p>	<p>Unit 1.7 Coding (6) I can understand what instructions are and predict what might happen when they are followed. I can use code to make a computer program. I can understand what object and actions are. I understand what an event is. I can use an event to control an object. I can understand how code executes when a program is run. I understand what backgrounds and objects are. I can plan and make a computer program.</p>	<p>Unit 1.8 – Spreadsheets (3) I know what a spreadsheet program looks like. I can locate 2Calculate in Purple Mash. I can enter data into spreadsheet cells. I can use 2Calculate image tools to add clipart to cells. I can use 2Calculate control tools: lock, move cell, speak and count. Unit 1.9 – Technology outside the school (2) I can walk around the local community and find examples of where technology is used. I can record examples of technology outside school.</p>
<p>Music</p>	<p>Introducing Beat I understand and recognise the difference between pulse/beat and rhythm. I can keep a simple pulse and move to the beat. I can copy and perform simple rhythms.</p>	<p>Rhythm and Pitch I can sing as part of a group. I can say how a piece of music makes me feel. I am beginning to play an instrument in a song. I am beginning to recognise what some instruments sound like.</p>	<p>Introducing Tempo and Dynamics I can say when music is fast or slow (tempo). I can say if a piece gets faster or slower. I can say when music is loud or quiet (dynamics). I can say if a piece gets louder or quieter.</p>	<p>Combining Pulse, Rhythm and Pitch I can combine pulse/beat and rhythm. I can combine rhythm and pitch. I am beginning to understand how rhythm and pitch combine to make music.</p>	<p>Having fun with Improvising. I can use clapping to create question and answer phrases in improvising. I am beginning to use instruments to improvise in a song.</p>	<p>Exploring sounds and creating a story I can sing as part of a group. I can think about how music sometimes tells a story. I can listen and respond to music that makes me</p>



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	I can identify long and short sounds. I can recognise the difference between high and low notes. I know how to sit and stand to perform a song.	I am beginning to experiment with musical ideas.	I can make loud sounds and quiet sounds (dynamics).	I am beginning to understand the difference between composing and improvising.	I can breathe carefully when singing slow songs. I can listen and respond to different styles of music.	think of a picture or story. I am beginning to play an instrument along to a backing track.
PE Using Real PE Session 1	  	  	  	  	  	  
PE Using Real Gymnastics and Sport Specific Learning	Fundamental Movement Skills Gruffalo Project	Ball Skills	Real Gym Cognitive  Shape  Travel	Dance Yoga Using the book... 	Multi Skills	Real Gym Health & Fitness  Flight  Rotation