

## Hartsfield Year 1 Curriculum

Year 1 Art – Learning Objectives	Autumn	Spring	Summer
• to use a range of materials creatively to design and make products	Introduce	Revisit	Revisit
• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Introduce	Revisit	Revisit
• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Introduce	Revisit	Revisit
• 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.	Introduce	Revisit	Revisit
Year 1 Art – Curriculum	Autumn	Spring	Summer
	<b>Self Portraits</b> <ul style="list-style-type: none"> <li>• Learn about the work of a range of portrait artists.</li> <li>• Explore mark making techniques using different media.</li> <li>• Think about how the use of colour can convey moods and emotions.</li> <li>• Draw their own self portrait.</li> <li>• Create their own digital self-portrait using meaningful objects.</li> </ul>	<b>Colour Chaos</b> <ul style="list-style-type: none"> <li>• Mix and use a range of secondary and tertiary colours, shades and tints.</li> <li>• Explore the work of key abstract artists.                             <ul style="list-style-type: none"> <li>-Mondrian</li> <li>-Rothko</li> <li>-Klee and Pollock</li> <li>-Delaunay</li> <li>-Kandinsky</li> </ul> </li> <li>• Create pieces in a range of abstract styles.</li> </ul>	<b>Paper Art</b> <ul style="list-style-type: none"> <li>• Explore different types of paper</li> <li>• Use paper to create a collage</li> <li>• Tissue paper to create a piece of artwork.</li> <li>• Use paper to create beads.</li> <li>• Use papier mâché to create a sculpture.</li> <li>• Create sculptures from paper</li> </ul>

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Year 1 Computing - Learning Objectives	Autumn	Spring	Summer
• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Introduce		Revisit
• create and debug simple programs	Introduce		
• use logical reasoning to predict the behaviour of simple programs	Introduce		
• use technology purposefully to create, organise, store, manipulate and retrieve digital content	Introduce	Revisit	Revisit
• recognise common uses of information technology beyond school	Introduce	Revisit	Revisit
• 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.		Introduce	Revisit
Year 1 Computing - Curriculum	Autumn	Spring	Summer
	<b>We are Treasure Hunters</b> <ul style="list-style-type: none"> <li>• Learn how to program and debug programmable toys using simple algorithms.</li> <li>• Create an electronic card.</li> </ul> <b>We are TV chefs</b> Filming the steps of a recipe <ul style="list-style-type: none"> <li>• break down a process into simple, clear steps (an algorithm)</li> </ul>	<b>We are Digital Artists</b> <ul style="list-style-type: none"> <li>• Be digital artists and create work inspired by other artists.</li> </ul> <b>We are publishers</b> Creating a multimedia eBook about our achievements <ul style="list-style-type: none"> <li>• plan a small multimedia eBook</li> <li>• choose and import images</li> <li>• record audio commentary</li> </ul>	<b>We are Rhythmic</b> <ul style="list-style-type: none"> <li>• Use different media to create sound patterns using Scratch Jr and Garage Band</li> </ul> <b>We are detectives</b> Using data to solve clues <ul style="list-style-type: none"> <li>• how data can be structured as records with fields for information</li> </ul>

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	<ul style="list-style-type: none"><li>● use different features of a video camera</li><li>● use a video camera to capture moving images</li><li>● edit a video to include an audio commentary</li><li>● develop collaboration skills</li><li>● discuss their work and think about how it could be improved.</li></ul>	<ul style="list-style-type: none"><li>● add and format titles and other text</li><li>● think carefully about protecting their privacy</li><li>● respect other people's copyright</li><li>● revise and improve their work</li></ul>	<ul style="list-style-type: none"><li>● how data can be organised into groups and subgroups</li><li>● how data can be structured as a tree</li><li>● how data can be organised into a table</li><li>● how data in a table can be filtered and searched.</li></ul>
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Year 1 Design Technology - Learning Objectives	Autumn	Spring	Summer
<b>Design</b> • design purposeful, functional, appealing products for themselves and other users based on design criteria	Introduce	Revisit	Revisit
• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Introduce	Revisit	Revisit
<b>Make</b> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	Introduce	Revisit	Revisit
• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Introduce	Revisit	Revisit
<b>Evaluate</b> • explore and evaluate a range of existing products	Introduce		Revisit
• evaluate their ideas and products against design criteria	Introduce		Revisit
<b>Technical Knowledge</b> • build structures, exploring how they can be made stronger, stiffer and more stable	Introduce		Revisit
• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Introduce		Revisit
<b>Cooking &amp; Nutrition</b> • use the basic principles of a healthy and varied diet to prepare dishes		Introduce	
• understand where food comes from.		Introduce	
Year 1 Design and Technology - Curriculum	Autumn	Spring	Summer
	<b>Moving Story Books</b>	<b>Making Smoothies</b>	<b>Constructing a Windmill</b> •Design a structure

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	<ul style="list-style-type: none"><li>• Explore sliders and movement using templates.</li><li>• Design and make a moving story book with levers.</li><li>• Test and evaluate their book.</li></ul>	<ul style="list-style-type: none"><li>• Identify fruits and vegetables and explore which part of the plant they come from.</li><li>• Taste different fruit and vegetables describing their appearance, taste and smell.</li><li>• Design and make smoothies and packaging to reflect the ingredients.</li></ul>	<ul style="list-style-type: none"><li>• Assemble a structure</li><li>• Design, decorate and build a windmill for a mouse.</li><li>• Test and evaluate the windmills</li></ul>
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### Year 1 English Learning Objectives

#### Spoken Language

- 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.

#### Reading: Word Reading

- 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- 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)
- 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.

#### Reading: Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at 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

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- discussing word meanings, linking new meanings to those already known Understand what they read, in books they can read independently, by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing 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: Transcription:**

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week Name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
- 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.

### **Writing: Handwriting**

- 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:**

- 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 pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

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### **Writing: Vocabulary, Grammar & Punctuation**

Develop their understanding of the concepts set out in English Appendix 2 by:

- 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
- use the grammatical terminology in English Appendix 2 in discussing their writing

<b>Year 1 – English Termly Curriculum Overview</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>See weekly/daily plans for detail;</b></p> <p><b>Reading</b> Daily individual, group and whole class reading</p> <ul style="list-style-type: none"> <li>•The Family Book - Todd Parr and Nathan Reed</li> <li>•Handa's Surprise – Eileen Browne</li> <li>•The Rainbow Fish – Marcus Pfister</li> <li>•Peace at Last – Jill Murphy</li> <li>•After the Storm – Nick Butterworth</li> <li>•The Smartest Giant – Julia Donaldson</li> <li>•Charlie and the Chocolate Factory – Roald Dahl</li> <li>•Elmer – David McKee</li> <li>•On a Magical Do Nothing Day – Beatrice Alemagne</li> <li>•Old Bear – Jane Hissey</li> <li>•Knuffle Bunny – Mo Willems</li> <li>•Bog Baby – Jeanne Willis</li> <li>•Stick Man – Julia Donaldson</li> <li>•The Snowman – Raymond Briggs</li> </ul>	<p><b>See weekly/daily plans for detail;</b></p> <p><b>Reading</b> Daily individual, group and whole class reading, including:</p> <ul style="list-style-type: none"> <li>•George's Marvellous Medicine by Roald Dahl</li> <li>•The Colour Monster by Anna Llenas</li> <li>•The Lion Inside by Rachel Bright and Jim Field</li> <li>•We're All Wonders by R.J. Palacio</li> <li>•Giraffes Can't Dance by Giles Andreae</li> <li>•Dear Greenpeace by Simon James</li> <li>•The Storm Whale by Benji Davies</li> <li>•The Dot by Peter H.</li> <li>•Reynolds The Bear and the Piano by David Litchfield</li> </ul> <p><b>Phonics and Spelling</b></p> <ul style="list-style-type: none"> <li>•Phase 5, daily phonics lessons.</li> <li>•Daily handwriting teaching and practise</li> </ul>	<p><b>See weekly/daily plans for detail;</b></p> <p><b>Reading</b> Daily individual, group and whole class reading, including:</p> <ul style="list-style-type: none"> <li>•The Lion, the Witch and the Wardrobe by C.S. Lewis</li> <li>•Max the Brave by Ed Vere</li> <li>•The Day Louis Got Eaten by John Fardell</li> <li>•Here We Are by Oliver Jeffers</li> <li>•There's a Tiger in the Garden by Lizzy Stewart</li> <li>•Look Up! by Nathan Bryon</li> <li>•The Toymaker by Martin Waddell</li> <li>•The Night Gardener by The Fan Brothers</li> <li>•Leon and the Place Between by Angela Mcallister and Grahame Baker-Smith</li> <li>•Rainbow Bear by Michael Morpurgo</li> <li>•Sophie's Snail by Dick King-Smith</li> <li>•The Tale of Peter Rabbit by Beatrix Potter</li> </ul>



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<ul style="list-style-type: none"> <li>•The Nutcracker – E.T.A.Hoffman</li> <li>•Christmas picture books</li> </ul> <p><b>Phonics and Spelling</b></p> <ul style="list-style-type: none"> <li>•Phase 4 and 5, daily phonics lessons.</li> <li>•Daily handwriting teaching and practise</li> </ul> <p><b>Writing inspired by:</b></p> <ul style="list-style-type: none"> <li>•Incredible You - Rhys Brisenden</li> <li>•Grandad's Island by Benji Davies</li> <li>•Last Stop on Market Street by Matt de la Pena</li> <li>•On Sudden Hill – Linda Sarah and Benji Davies</li> <li>•Perfectly Norman – Tom Percival</li> <li>•Jack and the Jelly Beanstalk – Rachael Mortimer</li> <li>•I Wanna Iguana – Karen Kaufmann Orloff</li> <li>•Penguins – Anne Schreiber</li> <li>•Firework Night by Andrew Collett</li> <li>•Bold Women in Black History by Vashti Harrison and Nathan Reed</li> <li>•The Family Book by Todd Parr</li> <li>•Oi Frog/Oi Dog by Kes Gray and Jim Field Harvey</li> <li>•Slumfenburger's</li> <li>•Christmas Present by John Burningham</li> <li>•The Christmas Story</li> </ul>	<p><b>Writing inspired by:</b></p> <ul style="list-style-type: none"> <li>•Where the Wild Things Are by Maurice Sendak</li> <li>•If Sharks Disappeared by Lily Williams</li> <li>•Little Red Riding Hood by Lari Don</li> <li>•The Train Ride by June Crebbin On Safari!</li> <li>•The Way Back Home by Oliver Jeffers</li> </ul>	<p><b>Phonics and Spelling</b></p> <p>Phase 5, daily phonics lessons.</p> <ul style="list-style-type: none"> <li>•Daily handwriting teaching and practise</li> </ul> <p><b>Writing, inspired by:</b></p> <ul style="list-style-type: none"> <li>•Travel Journals</li> <li>•Wombat Goes Walkabout by Michael Morpurgo</li> <li>•Pinocchio by Carlo Collodi</li> <li>•Bold Women in Black History by Vashti Harrison</li> </ul> <p>Song of the Sea a film</p>
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Year 1 Geography – Learning Objectives	Autumn	Spring	Summer
<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>• name and locate the world’s seven continents and five oceans</li> </ul>		Introduce	
<ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>		Introduce	
<b>Place Knowledge</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>			Introduce
<b>Human &amp; Physical Geography</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>	Introduce		Revisit
Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>		Introduce	Revisit
<ul style="list-style-type: none"> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>		Introduce	Revisit
<b>Geographical Skills &amp; Fieldwork</b> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul>		Introduce	
<ul style="list-style-type: none"> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for</li> </ul>		Introduce	Revisit

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example, near and far; left and right], to describe the location of features and routes on a map			
<ul style="list-style-type: none"> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>		Introduce	Revisit
<ul style="list-style-type: none"> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>		Introduce	Revisit
<b>Year 1 Geography - Curriculum</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Weather and the Seasons</b> <ul style="list-style-type: none"> <li>• The months of the year and seasons.</li> <li>• Differences between the seasons.</li> <li>• Features of different seasons.</li> <li>• Clothing worn in different weather.</li> <li>• Weather types in the UK.</li> <li>• How the weather affects different jobs.</li> </ul>	<b>The United Kingdom</b> <ul style="list-style-type: none"> <li>• Locate the UK on a map and identify the 4 countries of the UK.</li> <li>• Identify the 4 capital cities and the surrounding seas of the UK.</li> <li>• Explain the difference between human and physical features of the UK.</li> <li>• Describe some human and physical features of London.</li> </ul>	<b>Our Local Area</b> <ul style="list-style-type: none"> <li>• Spot the differences between rural and urban areas and know what type of settlement they live in.</li> <li>• Explore and record the features of the school grounds and the local area.</li> <li>• Recognise the symbols on an Ordnance Survey map.</li> <li>• Create a map of the local area.</li> </ul>

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Year 1 History – Learning Objectives	Autumn	Spring	Summer
<p><i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p> <p>Pupils should be taught about:</p>			
<ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	Introduce		Revisit
<ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> </ul>		Introduce	Revisit

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• significant historical events, people and places in their own locality			Introduce
<b>Year 1 History - Curriculum</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Homes in the Past</b> <ul style="list-style-type: none"> <li>• Types of homes today.</li> <li>• Similarities and differences between homes today.</li> <li>• Features of homes from the past.</li> <li>• Victorian homes.</li> <li>• Things that would be found in a Victorian home.</li> </ul>	<b>Castles</b> <ul style="list-style-type: none"> <li>• Find out why the Normans built the first UK castles.</li> <li>• Learn about the structure of medieval castles.</li> <li>• Find out about differences between the people living in the castles and the common people in medieval times.</li> <li>• Learn how the Tower of London's use has changed over time.</li> </ul>	<b>Famous Queens</b> <ul style="list-style-type: none"> <li>• Understand what a monarch is and where they live.</li> <li>• Explore Tudor life and Queen Elizabeth I.</li> <li>• Explore Queen Victoria and the Victorian period.</li> <li>• Explore the life of Queen Elizabeth II.</li> <li>• Compare these three significant Queens and the periods that they lived in.</li> </ul>

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Year 1 Maths - Learning Objectives	Autumn	Spring	Summer
	<ul style="list-style-type: none"> <li>• Begin to use positional language and ordinal numbers.</li> <li>• Find patterns in numbers and subitize (initially in numbers to 10 and then to 20).</li> <li>• Compare numbers using the language of more, less, fewer, difference.</li> <li>• Begin to estimate and order numbers.</li> <li>• Use a part whole model to add, subtract, regroup and solve number problems.</li> <li>• Explore equality and balance using number.</li> <li>• Understand teens numbers as 'ten and some more'.</li> <li>• Practise doubling and halving.</li> <li>• Explore odd and even numbers.</li> <li>• Know the names and properties of 2D and 3D shapes.</li> <li>• Work with different representations of numbers including the concrete (i.e. cubes), pictorial and abstract.</li> </ul>	<ul style="list-style-type: none"> <li>• Add by counting on within 20.</li> <li>• Find and make number bonds to 20.</li> <li>• Add by making 10.</li> <li>• Subtract by counting back within 20.</li> <li>• Subtract using number bonds to 10.</li> <li>• Compare number sentences.</li> <li>• Counting forwards and backwards within 50.</li> <li>• Compare and order numbers within 50.</li> <li>• Partition numbers within 50.</li> <li>• Count in 2s, 5s and 10s.</li> <li>• Introduce ruler.</li> <li>• Compare and measure lengths and heights.</li> <li>• Solve problems adding and subtracting length.</li> </ul> <p>Compare and measure mass, capacity and volume.</p>	<ul style="list-style-type: none"> <li>• Identify and compare coins.</li> <li>• Continue to practise counting in 2s, 5s and 10s.</li> <li>• Begin to multiply using repeated addition.</li> <li>• Solve problems using multiplication.</li> <li>• Begin to divide by sharing and grouping</li> <li>• Solve problems using division.</li> <li>• Tell the time - o'clock and half past.</li> <li>• Understand fractions by sharing into equal groups.</li> </ul>

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Year 1 Music - Learning Objectives	Autumn	Spring	Summer
• use their voices expressively and creatively by singing songs and speaking chants and rhymes	Introduce	Revisit	Revisit
• play tuned and detuned instruments musically	Introduce	Revisit	Revisit
• listen with concentration and understanding to a range of high-quality live and recorded music	Introduce	Revisit	Revisit
• experiment with, create, select and combine sounds using the inter-related dimensions of music.	Introduce	Revisit	Revisit
Year 1 Music - Curriculum	Autumn	Spring	Summer
	<b>Pulse and Rhythm</b> <ul style="list-style-type: none"> <li>• Learn about the differences between pulse, rhythm and pitch.</li> <li>• Listen to and appraise music from different genres (hip-hop and reggae).</li> <li>• Play, improvise and compose their own pieces of hip-hop and reggae music.</li> </ul>	<b>Style</b> <ul style="list-style-type: none"> <li>• Listen to and appraise music in several different styles – Blues, Baroque, Latin, Bhangra, Folk and Funk.</li> <li>• Continue to develop their knowledge of pulse, rhythm and pitch.</li> <li>• Compose their own pieces and learn to improvise.</li> </ul>	<b>Pitch and Pulse</b> <ul style="list-style-type: none"> <li>• Listen to and appraise songs from different genres including musical theatre and music written for movies.</li> <li>• Understand musical vocabulary including pitch, rhythm, pulse and tempo.</li> <li>• Begin to learn about the history of music.</li> </ul>

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Year 1 PE - Learning Objectives	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• perform dances using simple movement patterns.</li> </ul>		Introduce	Revisit
Year 1 PE - Curriculum	Autumn	Spring	Summer
	<b>Fundamentals</b> <ul style="list-style-type: none"> <li>• To explore balance, stability and landing safely.</li> <li>• To explore how the body moves differently when running at different speeds.</li> <li>• To explore changing direction and dodging.</li> <li>• To explore jumping, hopping and skipping actions.</li> <li>• To explore co-ordination and combination jumps.</li> <li>• To explore combination jumping and skipping in an individual rope.</li> </ul> <b>Ball Skills</b>	<b>Sending and receiving</b> <ul style="list-style-type: none"> <li>• To develop rolling and throwing a ball towards a target.</li> <li>• To develop receiving a rolling ball and tracking skills.</li> <li>• To be able to send and receive a ball with your feet.</li> <li>• To develop throwing and catching skills over a short distance.</li> <li>• To develop throwing and catching skills over a longer distance.</li> <li>• To apply sending and receiving skills to small games.</li> </ul> <b>Target games</b>	<b>Athletics</b> <ul style="list-style-type: none"> <li>• Striking and Fielding</li> <li>• To develop underarm throwing and catching and put this into small sided games.</li> <li>• To develop overarm throwing.</li> <li>• To develop striking a ball with my hand and equipment.</li> <li>• To retrieve a ball when fielding.</li> <li>• To understand how to get a batter out.</li> <li>• To develop decision making and understand how to score points.</li> </ul>



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	<ul style="list-style-type: none"> <li>• To develop control and co-ordination when dribbling a ball with your hands.</li> <li>• To explore accuracy when rolling a ball.</li> <li>• To explore throwing with accuracy towards a target.</li> <li>• To explore catching with two hands.</li> <li>• To explore control and co-ordination when dribbling a ball with your feet.</li> <li>• To explore tracking a ball that is coming towards me.</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To explore travelling movements.</li> <li>• To develop quality when performing and linking shapes.</li> <li>• To develop stability and control when performing balances.</li> <li>• To develop technique and control when performing shape jumps.</li> <li>• To develop technique in the barrel, straight and forward roll.</li> <li>• To link gymnastic actions to create a sequence</li> </ul>	<ul style="list-style-type: none"> <li>• To develop underarm throwing towards a target.</li> <li>• To develop throwing for accuracy.</li> <li>• To develop underarm and overarm throwing for accuracy.</li> <li>• To develop throwing for accuracy and distance using underarm and overarm.</li> <li>• To select the correct technique for the situation.</li> <li>• To develop throwing for accuracy and distance.</li> </ul> <p><b>Dance</b> <b>THEME: Weather</b></p> <ul style="list-style-type: none"> <li>• To use counts of 8 to move in time and make my dance look interesting.</li> <li>• To explore pathways in my dance.</li> <li>• To create my own dance using, actions, pathways and counts.</li> </ul> <p><b>THEME: Pirates</b></p> <ul style="list-style-type: none"> <li>• To explore speeds and actions in our pirate inspired dance.</li> <li>• To copy, remember and repeat actions that represent the theme.</li> </ul>	<p><b>Team building</b></p> <ul style="list-style-type: none"> <li>• To co-operate and communicate with a partner to solve challenges.</li> <li>• To explore and develop teamwork skills</li> <li>• To develop communication skills.</li> <li>• To use communication skills to lead a partner.</li> <li>• To plan with a partner and small group to solve problems.</li> <li>• To communicate with a group to solve challenges.</li> </ul> <p><b>Dance</b> <b>THEME: Country dancing/themes from around the world</b></p> <ul style="list-style-type: none"> <li>• To explore speeds and actions in our dance</li> <li>• To use expression and create actions that relate to the story.</li> <li>• To use a pathway when travelling.</li> <li>• To explore and copy actions in response to a theme.</li> <li>• To create my own actions</li> </ul>
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	<p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>• To explore yoga and mindfulness.</li> <li>• To be able to copy and remember poses.</li> <li>• To develop flexibility when holding poses.</li> <li>• To develop balance whilst holding poses.</li> <li>• To create yoga poses using a hoop.</li> <li>• To create a yoga flow with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• To copy, repeat, create and perform actions that represent the theme.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• To develop knowledge of how exercise can make you feel.</li> <li>• To develop knowledge about how exercise can make you strong and healthy.</li> <li>• To develop knowledge about how exercise relates to breathing.</li> <li>• To develop my understanding of how exercise helps my brain.</li> <li>• To develop my understanding of how exercise helps my muscles.</li> <li>• To begin to understand the importance of daily exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore pathways with a partner.</li> </ul>
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## Hartsfield Year 1 Curriculum

### Year 1 PSHE – Learning Objectives

#### **Me and My Relationships**

- Understand that classroom rules help everyone to learn and be safe;
- Explain their classroom rules and be able to contribute to making these.
- Recognise how others might be feeling by reading body language/facial expressions;
- Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)
- Identify a range of feelings;
- Identify how feelings might make us behave:
- Suggest strategies for someone experiencing 'not so good' feelings to manage these.
- Recognise that people's bodies and feelings can be hurt;
- Suggest ways of dealing with different kinds of hurt.
- Recognise that they belong to various groups and communities such as their family;
- Explain how these people help us and we can also help them to help us.
- Identify simple qualities of friendship;
- Suggest simple strategies for making up.
- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.

#### **Keeping Myself Safe and Healthy**

- Understand that the body gets energy from food, water and air (oxygen);
- Recognise that exercise and sleep are important parts of a healthy lifestyle.
- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
- Identify simple bedtime routines that promote healthy sleep.
- Recognise emotions and physical feelings associated with feeling unsafe;
- Identify people who can help them when they feel unsafe.
- Recognise the range of feelings that are associated with loss.
- Understand that medicines can sometimes make people feel better when they're ill;
- Explain simple issues of safety and responsibility about medicines and their use.
- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say "no" to unwanted touch;
- Start thinking about who they trust and who they can ask for help.
- Start thinking about how to stay safe online, including safety around sharing images;
- Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.

## Hartsfield Year 1 Curriculum

### **Rights and Responsibilities**

- Recognise the importance of regular hygiene routines;
- Sequence personal hygiene routines into a logical order.
- Demonstrate responsibility in looking after something (e.g. a class pet or plant);
- Explain the importance of looking after things that belong to themselves or to others.

### **Being My Best**

- Recognise the importance of fruit and vegetables in their daily diet;
- Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
- Recognise that they may have different tastes in food to others;
- Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;
- Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
- Understand how diseases can spread;
- Recognise and use simple strategies for preventing the spread of diseases.
- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.
- Recognise how a person's behaviour (including their own) can affect other people.

### **Growing and Changing**

- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
- Understand and explain the simple bodily processes associated with them.
- Understand some of the tasks required to look after a baby;
- Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
- Identify things they could do as a baby, a toddler and can do now;
- Identify the people who help/helped them at those different stages.
- Explain the difference between teasing and bullying;
- Give examples of what they can do if they experience or witness bullying;
- Say who they could get help from in a bullying situation.
- Explain the difference between a secret and a nice surprise;
- Identify situations as being secrets or surprises;
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
- Identify parts of the body that are private;
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts.

## Hartsfield Year 1 Curriculum

Year 1 PSHE - Curriculum	Autumn	Spring	Summer
	<b>Me and my Relationships</b> <ul style="list-style-type: none"> <li>• Classroom rules and how they keep us safe.</li> <li>• Different feelings and how they might make us behave.</li> <li>• When they need help and who to go to for help.</li> <li>• Tolerance – why things sometimes seem unfair to other people.</li> </ul>	<b>Keeping Myself Safe and Healthy</b> <ul style="list-style-type: none"> <li>• Developing a healthy and safe lifestyle.</li> <li>• Understanding and regulating our feelings and emotions.</li> </ul> <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>• Caring for ourselves, others and the environment.</li> </ul>	<b>Being my Best</b> <ul style="list-style-type: none"> <li>• What to do when they find something difficult.</li> <li>• Which adults at home and school they can ask for help.</li> <li>• Different ways to keep clean, look after themselves and stay healthy.</li> </ul> <b>Growing and Changing</b> <ul style="list-style-type: none"> <li>• Understand that babies become children and then adults.</li> <li>• Know the differences between girl and boy babies.</li> <li>• That there are many different types of families.</li> </ul> What to do when they find something difficult. (Growth Mindset) <ul style="list-style-type: none"> <li>• Which adults at home and school they can ask for help.</li> </ul>

## Hartsfield Year 1 Curriculum

Year 1 RE – Learning Objectives	Autumn	Spring	Summer
<b>Beliefs and practices</b> <i>Recall</i> and <i>name</i> different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them	Introduce	Revisit	
<b>Sources of wisdom</b> <i>Retell</i> and <i>suggest</i> meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come			Introduce
<b>Symbols and actions</b> <i>Recognise</i> how and why symbols and actions express religious meaning, appreciating some similarities between communities	Introduce		
<b>Prayer, worship and reflection</b> <i>Respond</i> and <i>reflect</i> on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community		Introduce	
<b>Identity and belonging</b> <i>Notice</i> and <i>talk</i> about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives		Introduce	
<b>Ultimate questions</b> <i>Explore</i> questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media		Introduce	Revisit
<b>Human responsibility and values</b>			Introduce

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<i>Respond</i> to stories and real life examples of how and why people show care and concern for humanity and the world			
<b>Justice and fairness</b> <i>Reflect</i> on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others	Introduce		
<b>Year 1 RE – Curriculum</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Festivals and Traditions</b> <ul style="list-style-type: none"> <li>• Understand the need to be thankful and appreciate our natural world.</li> <li>• Diwali</li> <li>• Hanukkah</li> <li>• Sukkot</li> <li>• Learn about harvest traditions.</li> <li>• Discuss and understand giving to charity.</li> <li>• Learn about festivals of light.</li> </ul>	<b>Inside a Place of Worship</b> <ul style="list-style-type: none"> <li>• Places of worship.</li> <li>• Inside places of worship</li> </ul> <b>Prayer</b> <ul style="list-style-type: none"> <li>• Hindu Prayer</li> <li>• Sikh Prayer</li> <li>• Islam Prayer</li> <li>• Buddhists Prayer</li> </ul> <ul style="list-style-type: none"> <li>• Naming ceremonies.</li> <li>• The Easter Story.</li> </ul>	<b>Big Questions</b> <ul style="list-style-type: none"> <li>• Discuss 'big' questions about God and Jesus.</li> <li>• Talk about our responsibilities and values as humans.</li> </ul> <b>Special Books</b> <ul style="list-style-type: none"> <li>• The Torah</li> <li>• The Bible</li> <li>• The Qu'ran</li> </ul> <ul style="list-style-type: none"> <li>• Zakat</li> </ul>

## Hartsfield Year 1 Curriculum

Y1 Science - Learning Objectives	Autumn	Spring	Summer
<b>Working Scientifically</b> , pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:			
• asking simple questions and recognising that they can be answered in different ways	Introduce	Revisit	Revisit
• observing closely, using simple equipment	Introduce	Revisit	Revisit
• performing simple tests	Introduce	Revisit	Revisit
• identifying and classifying	Introduce	Revisit	Revisit
• using their observations and ideas to suggest answers to questions	Introduce	Revisit	Revisit
• gathering and recording data to help in answering questions.	Introduce	Revisit	Revisit
<b>Plants</b> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees			Introduce
• Identify and describe the basic structure of a variety of common flowering plants, including trees		Introduce	Revisit
<b>Animals, Including Humans</b> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Introduce		Revisit
• Identify and name a variety of common animals that are carnivores, herbivores and omnivores			Introduce
• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	Introduce		Revisit



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<ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	Introduce		
<b>Uses of Everyday Materials</b> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> </ul>		Introduce	
<ul style="list-style-type: none"> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> </ul>		Introduce	
<ul style="list-style-type: none"> <li>• Describe the simple physical properties of a variety of everyday materials</li> </ul>		Introduce	
<ul style="list-style-type: none"> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>		Introduce	
<b>Seasonal Changes</b> <ul style="list-style-type: none"> <li>• Observe changes across the 4 seasons</li> </ul>	Introduce	Revisit	Revisit
<ul style="list-style-type: none"> <li>• Observe and describe weather associated with the seasons and how day length varies</li> </ul>	Introduce	Revisit	Revisit

## Hartsfield Year 1 Curriculum

Y1 Science - Curriculum	Autumn	Spring	Summer
	<b>Animals (Including Humans)</b> <ul style="list-style-type: none"> <li>• Learn about the parts of the human body, the skeleton and our senses.</li> <li>• Measuring the body</li> <li>• Looking at bones and our skeleton</li> <li>• The 5 senses</li> <li>• What is animal classification?</li> <li>• Mammals</li> <li>• Birds</li> <li>• Fish</li> <li>• Amphibians</li> <li>• Reptiles</li> <li>• Insects</li> <li>• Nocturnal Animals</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>• Identify and name a range of everyday materials and their properties.</li> <li>• Sorting materials</li> <li>• Finding the best material for an umbrella</li> <li>• Finding the best material for a bridge</li> <li>• Which materials float and sink?</li> <li>• Which materials are stretchy? Silly materials</li> </ul> <b>Plants</b> <ul style="list-style-type: none"> <li>• Identify and describe the structure of a plant.</li> <li>• Sunflowers</li> <li>• Plants you can eat</li> <li>• Cress heads</li> <li>• Bean germination</li> <li>• Seed dispersal</li> <li>• Wild flowers</li> <li>• Carnation colours</li> </ul>	<b>Seasonal Changes</b> <ul style="list-style-type: none"> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> </ul> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <b>Animals (Including Humans)</b> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>