A curriculum for Blackwell Year 1 Children

During their time at Blackwell, children will develop the following values and key competencies in line with our vision (see Curriculum overview) and also develop the outlined subject knowledge and skills.

At **Blackwell First School** we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of development of skills for life, social and moral values and academic success.

Values
*Respectful and responsible citizens *Competent and confident learners *Aspirational individuals

Key competencies
*Co-operation *Communication *Independence

English
Promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

*apply phonic knowledge and skills as the route to decode words *read common exception words, noting unusual correspondences between spelling and sound *read words with contractions 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 and re-read these books to build up their fluency and confidence in word reading *develop pleasure in reading, motivation to read, vocabulary and understanding *understand both the books they can already read accurately and fluently and those they listen to *participate in discussion about what is read to them *explain clearly their understanding of what is read to them *spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week *name the letters of the alphabet *add prefixes and suffixes *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' and to practise these *write sentences, 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 *leave spaces between words, join words and join clauses using and, begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Mathematics
Promote fluency in the fundamentals of mathematics, reason mathematically by following a line of enquiry and solve problems by applying their mathematics.

*count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number *count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens *given a number, identify one more and one less *identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least *read and write numbers from 1 to 20 in numerals and words *read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs *represent and use number bonds and related subtraction facts within 20 *add and subtract one-digit and two-digit numbers to 20, including zero *solve one-step problems that involve addition and subtraction *solve one-step problems involving multiplication and division *recognise, find and name a half or a quarter as one of two or four equal parts of an object, shape or quantity *compare, describe and solve practical problems (with recording) for lengths and heights, mass/weight, capacity and volume, time and measure *recognise and know the value of different denominations of coins and notes *sequence events in chronological order * tell the time to the hour and half past the hour and draw the hands on a clock face to show these times *recognise and name common 2-D and 3-D shapes *describe position, direction and movement, including whole, half, quarter and three quarter turns

Music
Engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

*use their voices expressively and creatively by singing songs and speaking chants and rhymes *play tuned and untuned instruments musically *listen with concentration and understanding to a range of high-quality live and recorded music *experiment with, create, select and combine sounds using the inter-related dimensions of music

Geography
Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

*develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

History
Gain a coherent knowledge and understanding of Britain's past and that of the wider world. Inspire pupils' curiosity to know more about the past.

*learn about changes within living memory, events beyond living memory that are significant nationally or globally, the lives of significant individuals in the past who have contributed to national and international achievements and significant historical events, people and places in their own locality

Religious Education
Enquire into significant questions which religion and worldviews address, so that they can develop the understanding and skills needed to respond to these.

*learn about beliefs, expression and celebration and the search for meaning and purpose through a reflective and questioning approach

Art and Design
Engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They should know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

*use a range of materials creatively to design and make products *draw, paint, sculpt 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

Science
Develop scientific knowledge and conceptual understanding, an understanding of the nature, processes and methods of science and the uses and implications of science.

*identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and identify and describe the basic structure of a variety of common flowering plants, including trees *identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and a variety of common animals that are carnivores, herbivores and omnivores *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense *distinguish between an object and the material from which it is made *identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock *describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties *observe changes across the four seasons, including weather associated with the seasons and how day length varies

Design and Technology
Design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

*Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

Computing
Equip pupils to use computational thinking and creativity to understand and change the world.

*understand what algorithms are; how they are implemented as programs on digital devices * create and debug simple programs *use logical reasoning to predict the behaviour of simple programs *use technology purposefully to create, organise, store, manipulate and retrieve digital content *recognise common uses of information technology beyond school *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

Physical Education
Provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

*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 *participate in team games, developing simple tactics for attacking and defending *perform dances using simple movement patterns

Personal Social Health and Economic Education
Develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.

*use growth mindset to support children to develop positive attitudes *across the curriculum, develop personal attributes in line with the school's values and key competencies *learn about British Values and community, safety, healthy minds and lifestyles, relationships, health prevention and basic first aid *learn about physical changes