



St Mary's  
Colchester

Year 1

Curriculum Booklet



## Introduction

This booklet is a guide to your daughter's current academic year, giving you an overview of the content of our curriculum at St. Mary's. Our curriculum has been devised to interest and engage your daughter, with the intention to help realise her 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 girls, but it will give you a broad idea of the year ahead.

If you have any questions please speak with your daughter's class teacher or Mrs Zoe Wentworth, Assistant Director of Lower School (Academic).



## Year 1 Yearly Overview for English

(Your daughter 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> <ol style="list-style-type: none"><li>1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;</li><li>2. becoming very familiar with key stories, fairy stories and traditional tales.</li></ol> <p>Understands both the books they can already read accurately and fluently and those they listen to by:</p> <ol style="list-style-type: none"><li>1. checking that the text makes sense to them as they read;</li><li>2. as they read, correcting inaccurate reading;</li><li>3. discussing the significance of the title and events; and</li><li>4. predicting what might happen on the basis of what has been read so far.</li></ol>	<p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Writes sentences by:</p> <ol style="list-style-type: none"><li>1. sequencing sentences to form short narratives; and</li><li>2. re-read what has been written to check that it makes sense.</li></ol> <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 Mathematics

(Your daughter will be assessed against the following criteria)

<p><b>Number and place value</b> Counts to and across 100, forwards and backwards, beginning with 0 or one, or from any given number Counts, reads and writes numbers to 100 in numerals; counts in multiples of twos, fives and tens Given a number, identifies one more and one less</p> <p><b>Addition and subtraction</b> Represents and uses number bonds and related subtraction facts within 20 Fractions (including decimals) Recognises, finds and names a half as one of two equal parts of an object, shape or quantity</p>	<p><b>Measurement</b> Compares, describes and solves practical problems for: 1. lengths and heights eg long/short, longer/shorter, tall/short, double/half; 2. mass/weight eg heavy/light, heavier than, lighter than; 3. capacity and volume eg full/empty, more than, less than, half, half full, quarter; and 4. time eg quicker, slower, earlier, later. 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><b>Properties of shape</b> Recognises and names common 2-D and 3-D shapes, including: 1. 2-D shapes eg rectangles (including squares), circles and triangles; 2. 3-D shapes eg cuboids (including cubes), pyramids and spheres.</p>



## Year 1 - Science

Topic / Area of study	Description	The skills the girls will develop through this topic
<p><b>Throughout the year</b> Seasonal Changes</p> 	<p>The girls 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.</p>	<p>To work scientifically.</p> <p>To understand the Earth's movement.</p> <p>To observe the apparent movement of the sun during the day.</p> <p>To observe changes across the four seasons and how day length varies.</p>
<p>Animals, including humans</p> 	<p>This 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.</p>	<p>Identify and name a variety of animals in their habitats.</p> <p>Identify, classify and ask simple questions.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>
<p>Everyday materials</p> 	<p>The girls 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 girls using their knowledge to decide which materials are better suited for specific functions.</p>	<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Identify, name, describe, classify and compare properties and changes.</p> <p>Look at the practical uses of everyday materials.</p>



<p>Plants</p> 	<p>The girls 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.</p>	<p>Identify and name a variety of common plants including garden plants, wild plants and trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants including roots, stem/trunk, leaves and flowers.</p>
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## Year 1 - History

Topic / Area of study	Description	The skills the girls will develop through these topics
<p data-bbox="107 296 383 328">Florence Nightingale</p> 	<p data-bbox="533 296 1368 560">We journey back to the Crimean War, where the girls will meet the inspirational Florence Nightingale and discover why she is such an iconic figure. Hospitals and nursing from the period will be compared to modern hospitals and the girls will learn how Nightingale's methods influenced modern nursing. This leads onto exploring the life and influences of Mary Seacole and why we increasingly recognize her valuable contribution.</p>	<p data-bbox="1420 296 1906 328">To investigate and interpret the past.</p> <p data-bbox="1420 376 1771 408">To understand chronology.</p> <p data-bbox="1420 456 1995 488">To describe significant people from the past.</p> <p data-bbox="1420 536 1984 568">To place events and artefacts on a timeline.</p> <p data-bbox="1420 616 2152 679">To identify similarities and differences between ways of life in different periods.</p>
<p data-bbox="107 699 315 730">Kings &amp; Queens</p> 	<p data-bbox="533 699 1368 847">The record breaking reign of our current Queen forms the basis for this topic. The girls will explore her decedents and the roles they play both publically and privately, which will be related to their own families. A variety of primary sources will be used.</p>	<p data-bbox="1420 691 1962 722">To learn about changes in living memory.</p> <p data-bbox="1420 770 2119 834">To understand some of the ways in which we find out about the past.</p>
<p data-bbox="107 1134 170 1166">Toys</p> 	<p data-bbox="533 1134 1379 1366">An important part of a young child's development is playing with toys. The girls will be looking at how this was relevant through time. They will get the chance to explore old and new toys and compare similarities and differences between them. This is an ideal topic for parents and grandparents to enjoy reminiscing, sharing their own experiences and digging out their old toys.</p>	



## Year 1 - Geography

Topic / Area of study	Description	The skills the girls will develop through these topics
<p data-bbox="107 296 320 323">Street to School</p> 	<p data-bbox="539 296 1397 483">During this topic the concept of mapping for different purposes is introduced to the girls. They spend time exploring a variety of maps, they map the school, are introduced to the basic language and begin to develop observational skills. All of the skills culminate in their design of their ideal town.</p>	<p data-bbox="1420 296 2136 323">To study key human and physical features of a locality.</p> <p data-bbox="1420 376 1733 403">To devise a simple map.</p> <p data-bbox="1420 456 2130 515">To name, locate and identify characteristics of a given place.</p> <p data-bbox="1420 568 1877 595">To compare two or more localities.</p> <p data-bbox="1420 647 2092 675">To locate countries and continents on a world map.</p>
<p data-bbox="107 699 259 726">British Isles</p> 	<p data-bbox="539 699 1339 885">Through focusing on the four countries that form the United Kingdom, the girls develop a greater awareness of what distinguishes the separate countries in terms of their physical geography. The girls develop their mapping skills, by plotting different locations around the UK.</p>	
<p data-bbox="107 1058 320 1085">UK versus Africa</p> 	<p data-bbox="539 1058 1379 1244">The two locations we study in this unit, help to introduce the concept of human geography. Through storytelling, pictures and videos, the girls 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>	



## Year 1 – Additional Subject

<b>RE</b>
Topics to be covered: Special people Special places Special words and stories
<b>PSHCEE/Philosophy</b>
Topics to be covered: We're all stars! – Community/Rights and Responsibilities/Getting to know each other/Working Together Be Friendly, Be Wise – Friendships/Conflict resolution/Anti-bullying/Keeping Safe Living Long, Living Strong – Growing and caring for ourselves/Healthy eating and exercise/Goal Setting Daring to be Different – Self-esteem/Difference and diversity/Peer influence and assertiveness Dear Diary – Feelings/Relationships/Anti-bullying Joining in and joining Up! – Responsibilities/Participation/Local democracy/Fundraising
<b>Computer Science</b>
To use a range of applications and devices in order to communicate ideas, work and messages To understand online risks and age rules for sites To use a range of applications and devices in order to communicate ideas, work and messages
<b>Coding</b> Motion: Control motion by specifying the number of steps to travel, direction and turn Control: Specify the nature of events such as a single event or loop Events: Specify user inputs to control events To use simple databases to record information in areas across the curriculum
<b>Languages</b>
The girls will develop their base knowledge of French speaking and listening, increasing in confidence and fluency, continually improving their pronunciation. Amongst the topics they will be studying will be numbers, family members, pets and colour, the body, fruits, drinks and snacks. They will also work to develop their conversational skills. The girls will explore the differences between the cultural practices in the UK and French speaking countries.
<b>Design and Technology</b>



<p>The girls will be designing a pair of knickers! This is linked to the book, entitled 'The Queen's knickers', which also links with the History topic of Kings and Queens. The girls will think about how to fix the knickers together by using running stitch to combine the fabric. Their creativity will be encouraged in their selection of colour and design. The girls will also be making their own version of 'Shortbread'. They will taste and evaluate a selection of shortbread before designing their own. They will then make and evaluate their product.</p>
<p><b>Art and Design</b></p>
<p>The girls will experience a variety of different tools and materials this year, learning to use them with creativity and developing ability. They will look at the work of some artists relating to the strands of drawing, painting, printing and textiles.</p>
<p><b>Music</b></p>
<p>To develop performance skills accurately following the melody To be able to clap rhythmic patterns To create a mixture of different sounds (long/short, loud/quiet, high/low) To be able to identify the beat of a tune</p>
<p><b>PE</b></p>
<p>Uphold the spirit of fair play and respect in all competitive situations To participate in team games, developing simple tactics for attacking and defending To develop rolling, hitting, running, jumping, catching and kicking skills in combination To move with some control and awareness of space To be able to swim unaided</p>
<p><b>Forest School</b></p>
<p>Your daughter will have opportunities to develop her skills and knowledge in the following areas: Tool use, Ropes and Knots, Fires, Dens and Shelters, Tree climbing and Flora and Fauna. Personal, Social and Emotional Development is a constant feature throughout all of the sessions as the girls experience supported risk taking, physical challenges, working as part of a group, problem solving, choice, opportunities for reflection, solitude and discussion of feelings and emotions to promote self-awareness, social awareness and positive mental health.</p>