



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> <ul style="list-style-type: none"><li>• 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>• Becoming very familiar with key stories, fairy stories and traditional tales.</li></ul> <p>Understanding both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"><li>• Checking that the text makes sense to them as they read.</li><li>• As they read, correcting inaccurate reading.</li><li>• Discussing the significance of the title and events; and</li><li>• Predicting what might happen on the basis of what has been read so far.</li></ul>	<p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Writes sentences by:</p> <ul style="list-style-type: none"><li>• sequencing sentences to form short narratives; and re-reading what has been written to check that it makes sense.</li><li>• Spelling words containing each of the 40+ phonemes already taught.</li><li>• Naming the letters of the alphabet in order.</li><li>• Writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li><li>• Introducing capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li></ul>



## Year 1 Yearly Overview for Mathematics

(Your daughter will be assessed against the following criteria)

### Number and place value

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.

### Addition and subtraction

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.

### Measurement

Compares, describes and solves practical problems for:

- Lengths and heights, e.g. long/short, longer/shorter, tall/short, double/half.
- Mass/weight, e.g. heavy/light, heavier than, lighter than.
- Capacity and volume, e.g. full/empty, more than, less than, half, half full, quarter.
- Time, e.g. quicker, slower, earlier, later. Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times.





### Properties of shape

Recognises and names common 2-D and 3-D shapes, including:

- 2-D shapes: e.g. rectangles (including squares), circles and triangles.
- 3-D shapes: e.g. cuboids (including cubes), pyramids and spheres.





## Year 1 - Science

Topic / Area of study	Description	The skills the girls will develop through this topic
Seasonal Changes 	<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>
Animals, including humans 	<p>This will lead into learning about a greater variety of living things.</p> <p>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>
Everyday materials 	<p>The girls will identify what a range of objects are made from.</p> <p>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>
Plants 	<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>






## Year 1 - History

Topic / Area of study	Description	The skills the girls will develop through these topics
<b>Florence Nightingale</b> 	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.	<ul style="list-style-type: none"><li>• To investigate and interpret the past.</li><li>• To understand chronology.</li><li>• To describe significant people from the past.</li><li>• To place events and artefacts on a timeline.</li></ul>
<b>Kings &amp; Queens</b> 	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 publicly and privately, which will be related to their own families. A variety of primary sources will be used.	<ul style="list-style-type: none"><li>• To identify similarities and differences between ways of life in different periods.</li><li>• To learn about changes in living memory.</li><li>• To understand some of the ways in which we find out about the past.</li></ul>



## Year 1 - Geography

Topic / Area of study	Description	The skills the girls will develop through these topics
<b>Street to School</b> 	<p>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>	<ul style="list-style-type: none"> <li>• To study key human and physical features of a locality.</li> <li>• To devise a simple map.</li> <li>• To name, locate and identify characteristics of a given place.</li> <li>• To compare two or more localities.</li> <li>• To locate countries and continents on a world map.</li> </ul>
<b>British Isles</b> 	<p>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>	
<b>UK versus Africa</b> 	<p>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 Subjects

### RE

Topics to be covered:

- Special people
- Special places
- Special words and stories

### PSHCEE/Philosophy

Topics to be covered:

- Feelings & Emotions - Jealousy
- The Working World – Growing in Our World
- Keeping / Staying Healthy - washing hands
- Relationships - Friendships
- Fire Safety - Hoax Calling
- Being Responsible – Water Spillage
- Computer Safety – Online Bullying
- Keeping/ Staying Safe – Road Safety

### Computer Science

Topics to be covered:

- e-Safety
- Introduction to ICT
- Coding 1: On the Move and Simple Inputs
- News Presenter (multi-skills unit)
- Modern Tales (multi-skills unit)

### Languages

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>
The girls will be designing a puppet. This is linked to the History topic of Toys. The girls will think about how to fix the puppet 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.
<b>Art and Design</b>
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 artists William Morris and Georgia O'Keefe, relating to the strands of drawing, painting, printing and textiles.
<b>Music</b>
<ul style="list-style-type: none"><li>• To develop performance skills accurately following the melody</li><li>• To be able to clap rhythmic patterns</li><li>• To create a mixture of different sounds (long/short, loud/quiet, high/low)</li><li>• To be able to identify the beat of a tune</li></ul>
<b>PE</b>
<ul style="list-style-type: none"><li>• Uphold the spirit of fair play and respect in all competitive situations</li><li>• To participate in team games, developing simple tactics for attacking and defending</li><li>• To develop rolling, hitting, running, jumping, catching and kicking skills in combination</li><li>• To move with some control and awareness of space in gymnastics and dance</li><li>• To develop greater agility, co-ordination and balance</li><li>• To be able to swim unaided</li></ul>
<b>Forest School</b>
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.



French	Translation (English)	French	Translation (English)	French	Translation (English)	French	Translation (English)
Bonjour	Hello			Voilà -	There is -	C'est	It's
Salut	Hi/goodbye			Mon frère	My brother	J'aime les	I like
Au revoir	Goodbye			Mon père	My father	C'est quelle	What colour is it?
Ça va?	How are you?			Mon bébé	My baby	couleur?	
Ça va	I'm okay			Mon grandpère	My grandfather	Crème	Cream
Comme ça, comme ça	I'm So so			Ma mère	My mother	Argent	Silver
Pas bien	I'm not good			Ma soeur	My sister	or	Gold
Ça ne va pas	I'm not okay			Ma grandmère	My grandmother	Une pomme	Apple
Ça va mal	I'm not well			Moi	Me	Une poire	Pear
				La Tête	Head	Une pêche	Peach
Nombre:	Number:			La bouche	Mouth	Une banane	Banana
Un	One			Les épaules	Shoulders	Une orange	Orange
Deux	Two			Les genoux	Knees	Un citron	Lemon
Trois	Three			Les Pieds	Feet	Des raisins	Grapes
Quatre	Four			Les Yeux	Eyes	Un melon	Melon
Cinq	Five			Les Oreilles	Ears	Un kiwi	Kiwi
Six	Six			Le Nez	Nose	Des fraises	Strawberries
Sept	Seven					Un ananas	Pineapple
Huit	Eight			Touchez	Touch		
Neuf	Nine			Ecoutez	Listen		
Dix	Ten			Tournez	Turn		
Onze	Eleven			Hochez	Nod		
Douze	Twelve			Levez	Lift		
Je m'appelle	I am called			J'ai -	I have -		
				Un chien	A dog		
				Un chat	A cat		
Lundi	Monday			Un oiseau	A bird		
Mardi	Tuesday			Un cheval	A horse		
Mercredi	Wednesday			Un poisson	A fish (gold)		
Jeudi	Thursday			(rouge)			
Vendredi	Friday			Un lapin	A rabbit		



Samedi Dimanche	Saturday Sunday			Une tortue Une souris	A tortoise A mouse		
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