



Wellington
PREP SCHOOL

Year 1

Curriculum Planning

Enclosed you will find a brief summary of the Year's curriculum planning for your child.

We hope you will find the information interesting and useful. It is important to note that this should not be used as a tick list. Flexibility is always important in education and it is quite possible that teachers may deviate from their plan for several very good reasons.

As always, please feel free to discuss anything further with your teacher should you need to.

ENGLISH

Autumn Term

Reading

- Phonics using the 'Read Write Inc' Scheme
- Increase children's confidence and awareness when reading
- Read aloud with flow, intonation and expression
- Encourage discussion and prediction about the text
- Introduce a variety of texts - fiction, non-fiction and poetry
- Children will read both individually, in groups and as a class to develop a variety of reading strategies
- Weekly visits to the library
- Keywords

Writing

- Re-tell simple stories
- Record personal experiences
- Experience writing for other purposes (letters, lists, posters and instructions)
- Develop spelling strategies through formal phonics and keyword lists
- Introduce simple punctuation and sentence construction
- Weekly spellings

Spoken Language

- Take part as speakers and listeners in a group
-
- Ask and respond to questions
- Participate in role play and drama
- Curiosity Corner / Time to Talk
- The Everywhere Bears

Handwriting

- Write letters correctly formed and orientated, using a comfortable and efficient pencil grip
- Write with spaces between words

Spring Term

Reading

- Phonics using the 'Read Write Inc' scheme
- Increase children's confidence and awareness when reading
- Read aloud with flow, intonation and expression
- Encourage discussion and prediction about the text
- Introduce a variety of texts - fiction, non-fiction and poetry
- Children will read both individually, in groups and as a class to develop a variety of reading strategies
- Weekly visits to the library
- Keywords

Writing

- Sequence and retell simple stories
- Record personal experiences
- Write for other purposes (sequence sentences, stories, Traditional Tales, Non-Fiction Texts, Poetry)
- Simple punctuation, sentence construction and sentence composition
- Develop spelling strategies through formal phonics using the Read Write Inc scheme and keyword lists
- Weekly spellings and dictation

Spoken Language

- To be able to take part as speakers and listeners in a group
- To ask and respond to questions
- To participate in role-play and drama. Class role play- The Travel Agents / Where in the World
- Show and tell

Handwriting

- Write most letters correctly formed and orientated, using a comfortable and efficient pencil grip
- Write on the line with spaces between words
- Funky Fingers and Dough Disco to strengthen fingers for fine motor control and handwriting
- Funky Fingers and Dough Disco to strengthen fingers for fine motor control and handwriting

Summer Term

Reading

- Phonics using the 'Read Write Inc' Scheme
- Increase children's confidence and awareness when reading
- Read aloud with flow, intonation and expression
- Encourage discussion and prediction about the text
- Introduce a variety of texts - fiction, non-fiction and poetry
- Children will read both individually, in groups and as a class to develop a variety of reading strategies
- Weekly visits to the library
- Keywords

Writing

- Re-tell Cinderella
- Write fairy-tale starts and endings

- Sequence stories
- Write adjectives or phrases to describe a character
- Use conjunctions 'and' and 'but' to join shorter sentences
- Create story maps
- Write questions and punctuate these correctly
- Write a letter
- Write an haiku
- Develop spelling strategies through formal phonics using the Read Write Inc Scheme and keyword lists
- Weekly spellings

Speaking and listening

- To be able to take part as speakers and listeners in a group
- To ask and respond to questions
- To participate in role-play and drama
- Mystery Box show and tell

Handwriting

- Write letters correctly formed and orientated, using a comfortable and efficient pencil grip
- Write on the line with spaces between words

MATHEMATICS

Autumn Term

The scheme 'Maths – No Problem!' incorporates the use of concrete aids, manipulatives, problem solving and group work. It meets the requirements of the 2014 National Curriculum. This research-based approach revisits concepts in a 'spiral' curriculum and focuses on teaching to a mastery level so that children develop a deep understanding of mathematical concepts. Work will include emphasis on practical experience, investigations, simple problem solving and the use of mathematical language.

Numbers to 10

- Counting and writing to 10
- Comparing and ordering numbers

Number Bonds

- Making number bonds and stories
- Addition & Subtraction within 10
- Completing number sentences
- Solving picture problems
- Add and subtract by counting on and counting back
- Positions
- Naming positions in queues, left and right positions

Numbers to 20

- Counting and writing to 20

- Number patterns
- Addition and Subtraction within 20
- Addition and subtraction facts
- Shapes and Patterns
- Recognising solids and shapes
- Grouping shapes and making patterns

Spring Term

Length and Height

- Comparing height and length
- Measuring length using items and objects, body parts and a ruler

Numbers to 40

- Counting, writing and comparing numbers
- Counting in 10's and 1's making number patterns
- Addition and Subtraction word problems
- Solving word problems

Multiplication

- Making equal groups
- Using doubles
- Solving word problems

Division

- Grouping and sharing equally

Fractions

- Making halves, quarters, sharing and grouping

Summer Term

Multiplication

- Making equal groups
- Using doubles
- Solving word problems

Division

- Grouping and sharing equally

Fractions

- Making halves, quarters, sharing and grouping

Numbers to 100

- Counting to 100

Time

- Telling time to the hour and to the half hour
- Using next, before and after

Money

- Recognising coins and notes

Volume and Capacity

- Finding Volume and Capacity
- Describing Volume using half and a quarter
- Mass
- Comparing and finding Mass

Space

- Describing positions and movements
- Making turns

SCIENCE

Summer Term**Multiplication**

- Making equal groups
- Using doubles
- Solving word problems

Seasonal changes

- Find out about different seasons
- Find out how humans and animals are affected by the seasons
- Find out how about the day length is affected by the seasons
- Investigate the weather during the season

Spring Term**Identifying Animals**

- Observe closely, using simple equipment
- Perform simple tests
- Identify and classify
- Use their observations and ideas to suggest answers to questions
- Ask simple questions and recognise that they can be answered in different ways
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name 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)

Summer Term

Animals and Plants

- Identify and sort carnivores, herbivores and omnivores
- Take care of animals
- Find out what a plant is?
- Identify and describe garden plants
- Identify and describe a range of trees
- Identify the different parts of a plant
- Make observations of growing plants

GEOGRAPHY

Autumn Term

Our school

- Locate our school on a variety of maps and aerial images
- Identify the school's address and my own address
- Write a letter to a friend and address an envelope
- Identify features around school and record on a map- making a messy map and a bird's eye view map
- Develop a sense of place - we live in Wellington, in the county of Somerset, country England, Great Britain, Europe

Spring Term

Our Wonderful World

- Name the four countries of the UK, capital cities and surrounding seas
- To name the world's 7 seven continents and 5 oceans
- Use a range of maps to locate places and landmarks
- Use world maps and globes to begin to locate some continents, countries and oceans
- Use aerial photographs to recognise basic human and physical features
- To learn about the physical and human geography of a variety of continents
- Produce a journey line
- Ask geographical questions – Where is it? What is this place like? How near/far is it?
- Compare and Contrast Wellington to a named location on another continent (for example - Hong Kong)

Summer Term

On the farm

- Explore what farms are and why they are important
- Explore the features of a farm

- Use a map and symbols to navigate around a farm
- Explore how the seasons affect life on a farm
- Explore the differences between life on a farm and life in a town

HISTORY

Autumn Term

To describe the characteristics of different toys

- Find out about toys our parents and grandparents played with
- To investigate toys and games from the past with an in-school workshop
- Make comparisons between toys from the past and now
- Learn about changes within living memory by exploring toys from today and from the past.
- Understand some of the ways in which we find out about the past by identifying different sources.
- Identify similarities and differences between ways of life in different periods by comparing similar toys from different periods.
- Develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys.

Spring Term

Geography focus during this term, although Patron Saint days are addressed when they occur.

Summer Term

Identify how people become famous and famous past people

- Provide some criteria about what makes a person significant in history and infer information from objects about the past
- Sequence events relating to the Duke of Wellington and understand how the Duke is remembered today
- St George - Celebrate St. George's Day and its background
- Queen Elizabeth II - Platinum Jubilee - explore her history
- To ask historical questions - Who? What? Where? When? Why? How?
- Castles through the Ages
- Look at their key features. Castle trip (Museum of Somerset, Taunton) - skills based learning and inferring from artefacts
- Pirates
- Explore famous pirates
- Examine the life of a pirate
- Pirate workshop - skills based learning and inferring information from artefacts

RELIGIOUS STUDIES

Autumn Term

- I am special – you are special
- Our world – creation stories
- Harvest –where does our food come from?
- Introducing Islam
- Christmas

Spring Term

- The Life and teaching of Jesus
- Islam and its guidance
- The Easter story

Summer Term

- St Georges day
- May day
- Milestones in our lives – birthday, wedding, christening
- Learn about mosques and Islamic traditions

PERSONAL, SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHEE)

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, preparing them for life and work in modern Britain. PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning, which is grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing). These three core themes are taught throughout the academic year. PSHE education permeates the curriculum across the school. Many topics are covered on a daily basis as they may arise, such as dealing with friendships and relationships. Other cross curricular links are made, where relevant, in specific subjects, e.g. topics encountered when reading a class story. Whole school themes are delivered through whole school and section assemblies.

Autumn Term

Health and Wellbeing^{SEP}

- Emotions
- Happiness
- E-safety
- Growth Mindset

Relationships^{SEP}

- Feelings
- Opinions
- Negotiation

- Co-operation
- Right and Wrong
- Circle Time

Living in the Wider World

- British Values
- Stories from around the World
- Class Rules and School Golden rules

Spring Term

Health and Wellbeing

- Healthy Lifestyle – Healthy eating
- Hygiene – Dental hygiene and washing hands
- Personal and emotional safety

Relationships

- Bullying – Unkindness and behaviours
- Fairness – Teasing and behaviours
- Comparisons

Living in the Wider World

- Themes from British values run throughout our daily lives in school
- Celebration of cultures and festivals from around the world (For example Chinese New Year, St David's Day)

Summer Term

Health and Wellbeing

- Hygiene
- Changing and Growing
- Keeping Safe in the sun and on the road

Relationships

- Kindness
- Family and Friends and special people

Living in the Wider World

- Rules and Responsibilities
- Money - why do we need money and keeping it safe

FRENCH

Autumn Term

- First steps in French conversation
- Songs and games
- Greetings

- Names
- Numbers
- Colours
- Body parts
- Fruit

Spring Term

- Animals
- Revise numbers
- Revise colours
- Revise body parts introduce hair, hair colours
- Il a, elle a describe each other
- Guess who?
- Revise animals
- J'aime, je n'aime pas
- Revision of colours, numbers, fruit
- Easter celebrations vocabulary and games
- Make an Easter card

Summer Term

- Revision of weather
- Puppet's birthday celebration
- Je voudrais – drinks
- Revision of Je voudrais – introduce ice cream flavours
- Dance – Sur le Pont d'Avignon
- Revision of numbers 1-10 – bingo
- Introduce food for picnic through games
- French picnic – Je voudrais, s'il vous plait, merci
- Le Petit Bateau Rouge

COMPUTING

Autumn Term

- Regular visits to the computer suite
- Learn usernames and passwords
- Open folders and save
- We will develop the children's understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.
- Your children will explore the world of digital art and its exciting range of creative tools. We will empower them to create their own paintings, while getting inspiration from a range of other artists. They will be asked to consider their preferences when painting with, and without, the use of digital devices.

Spring Term

- Regular visits to the ICT suite
- Learning usernames and passwords
- Open folders and save
- Use of the Internet – Internet explorer
- Paint, draw and graphics

Summer Term

- Regular visits to the Computer suite.
- Learning usernames and passwords
- Open folders and save
- Use of the Internet – Internet explorer
- Paint, draw and graphics – Colour Magic

MUSIC

Autumn Term

- To listen to a variety of musical styles
- To explore the 'Carnival of the Animals' through the musical elements of tempo and rhythm
- To sing animal songs focusing on unison singing
- To explore hand-held percussion
- To learn, rehearse and perform songs for Harvest and the Christmas nativity

Spring Term

- To embed understanding of pulse – particularly 4 in a bar
- To consider variety in tempo – fast, slow, getting slower, getting faster
- To understand that the first beat of the bar is the strongest and to be able to count in equal 4s
- To sing a variety of songs with 4/4 beat and incorporate hand-held percussion
- Move with the music (marching, walking, jogging)
- To listen to a variety of musical styles featuring 4 in a bar – and perhaps identify when something is NOT in 4/4
- 'Music moment' – 1/2 minutes in each lesson of focused listening – theme of the term: Beethoven (250th anniversary of his birth this year)

Summer Term

- Pupils will learn songs for the Mad Hatter's tea party
- Pupils will revisit Mussorgsky's Pictures at an Exhibition in readiness for the live event

DRAMA

Autumn Term

- All about me. Mr Benn - being a character in a setting. What can you see? Encourage them to talk about their character and where they may be found Space /Beach or another world. Feelings/Emotions/consequences. Stories building class confidence. Billy Goats Gruff/Gingerbread man etc
- Nativity production - working alongside Year 2 to build confidence to perform to an audience. To give opportunity for a dance and a time to shine. Play a supportive role for Y2 to lead the Nativity.

Spring Term

- Follow-my-leader and copying activities are good for young children and help to build confidence in a non-threatening way
- Adapt well-known party games – such as musical statues – into a drama game by asking children to ‘freeze as characters from a book, film, or story’ or to ‘freeze as emotions’
- Simple movement activities, such as mirrors, robots, statues, etc. will increase spatial awareness and develop concentration skills
- Develop ideas based around different story books being covered within class
- Great examples would be something like We are Going on a Bear Hunt or The Gruffalo
- Work on small role play pieces based on plot, students have a chance to devise, develop and play

Summer Term

Dance Focus – students will develop choreography for a performance point.

ART and DESIGN TECHNOLOGY

Autumn Term

- Develop fine motor control skills
- Develop observational skills
- Explore colour mixing
- Study the work of famous artists
- Introduce the children to a variety of textures and media
- Portrait work
- Use of simple hand tools
- Photography using an iPad
- Design, make and evaluate a ‘That’s not My’ book (links to Toys and Materials)

Spring Term

- Design an imaginary vehicle suitable to travel around the world in – travelling by air, sea and land
- ‘Take One Picture’ project in conjunction with the National Gallery
- Natural art in the Woodland – making / sketching with charcoal, collage using natural materials on the ground

Summer Term

- To continue to work on the ‘take One picture’ whole-school project
- Develop observational skills
- Introduce the children to a variety of textures and media
- Look at the work of Andy Goldsworthy. (Natural sculpture)
- Colour mixing – shades of green
- Develop fine motor control skills

PHYSICAL EDUCATION

Autumn Term

- Swimming - developing water confidence and begin developing stroke technique
- Fundamental Movement Skills, hopping, skipping, sidestepping, running, agility, balance and coordination
- Personal, social, cognitive and creative skills
- Ball skills – bouncing, rolling, passing, moving, hitting a target. Individual and partner work
- Movement mornings
- Dance - Developing rhythm and learning a range of movements to music

Spring Term

- Swimming - developing water confidence and begin developing stroke technique
- Wellbeing - Developing a range of movements, coordination, balance
- Ball skills – bouncing, rolling, passing, moving and hitting a target. Individual and partner work
- Movement mornings
- Dance - Developing rhythm and learning a range of movements to music

Summer Term

- Swimming - continuation of previous two term, building further on swimming technique and moving towards swimming float free
- Cricket and Tennis based skills - striking, catching, fielding, throwing
- Athletics - Running, jumping, throwing
- Preparation for sports day
- Movement mornings
- Dance - Developing rhythm and learning a range of movements to music