



NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



Year 1

	October Assessment (Autumn 1 Coverage)	December Assessment (Autumn 2 Coverage)	March Assessment (Spring 1 Coverage)	June Assessment (Spring 2/Summer Coverage)	Age Related Expectation By the end of the year every student will be able to ...
Reading	<p>This term, children will read, discuss and share ideas about a range of Superhero fiction texts to develop motivation and enthusiasm for reading and comprehension.</p> <p>Texts: Superhero All Sorts Super Worm Supertato</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Listening to and 	<p>This term, children will read, discuss and share ideas about a range of stories from different cultures to develop motivation and enthusiasm for reading and comprehension.</p> <p>Texts: We're Going on Safari Handa's Surprise The Runaway Chapatti Paddington Bear Flat Stanley</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Respond speedily with the correct sound to graphemes (letters or groups of 	<p>This term, children will read, a range of fiction and non-fiction stories and poems to develop motivation and enthusiasm for reading and comprehension.</p> <p>Texts: Peep and the Big Wide World The Wind Blew One Snowy Night Milo Goes to the Beach Gruffalo's Child</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Read common exception words, noting unusual correspondences between spelling and 	<p>This term, children will read discuss and share ideas about a range of traditional children's stories to develop motivation and enthusiasm for reading and comprehension.</p> <p>Texts: Pinochio Beauty and the Beast Princess and the Frog Puss in Boots Snow White We're Going on a Bear Hunt The Three Billy Goats Gruff</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Read books aloud, accurately that are consistent with 	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme Phoneme Correspondence) that have been taught • Read common exception words,



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	<p>discussing a wide range of poems, stories and non-fiction</p>	<p>letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <ul style="list-style-type: none">• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught• Discuss the significance of the title and events.• Make inferences on the basis of what is being said and done.• Predict what might happen on the basis of what has been read so far.	<p>sound and where these occur in the word</p> <ul style="list-style-type: none">• Read words containing taught GPCs and -s,-es, -ing, -ed, -er and -est endings• Learn to appreciate rhymes and poems, and to recite some by heart• 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.	<p>their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <ul style="list-style-type: none">• Recognise and joining in with predictable phrases• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.• Discuss word meanings, linking new meanings to those already known.• Reread the books read previously to build up their	<p>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</p> <ul style="list-style-type: none">• Read words with contractions [for example, I'm and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge Re-read these books to build up their fluency and confidence
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				<p>fluency and confidence in word reading.</p> <ul style="list-style-type: none">• 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. <p>End of Year 1 assessment: Phonics Screening Check</p>	
Writing	<p>This term, children will develop letter formation through handwriting practice. They will also begin to learn about creative writing strategies as we encourage them to form sentences</p>	<p>This term, children will continue to develop independent writing as they write creatively inspired by stories from around the world. The grammar focus this term will be on punctuating sentences using capital letters</p>	<p>This term, children will continue to develop independent writing. They will begin to write from memory through dictation. The grammar focus this term will be on past and present tense. Children will also begin to learn about the</p>	<p>This term, children will continue to develop independent writing as they become increasingly familiar with traditional children's stories. They will be encouraged to read their own writing to make sure it includes</p>	<ul style="list-style-type: none">• Leave spaces between words• Join words and 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



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	<p>verbally using a range of adjectives linked to our Superhero topic.</p> <p>Objectives:</p> <ul style="list-style-type: none">• Name the letters of the alphabet• Sit correctly at a table, holding a pencil comfortably and correctly.• Understand which letters belong to which handwriting families.• Say out loud what they are going to write about.• Spell words containing the phonemes already taught.	<p>and full stops. We will begin to explore question sentences also.</p> <p>Objectives:</p> <ul style="list-style-type: none">• Spell the common exception words.• Compose a sentence orally before writing it.• Sequence sentences to form a short narrative.	<p>use of speech marks, similes and simple suffixes.</p> <p>Objectives:</p> <ul style="list-style-type: none">• Add prefixes and suffixes• Write from memory simple sentences dictated by the teacher that includes words containing taught phonemes and common exception words.	<p>a range of adjectives, is written in the correct tense, punctuated correctly and makes sense. The grammar focus this term will continue to be on punctuation and tense.</p> <p>Objectives:</p> <p>Write sentences by:</p> <ul style="list-style-type: none">• Saying out loud what they are going to write about• Composing a sentence orally before writing it• Sequence sentences to form short narratives• Re-read what they have written to check that it makes sense	<p>names of people, places, the days of the week, and the personal pronoun 'I'</p> <ul style="list-style-type: none">• Learn the grammar for year 1 - to use the grammatical terminology in English (noun, suffix, verb, adjective, prefix, plural)
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				<ul style="list-style-type: none">• Spell words containing each of the 40+ phonemes already taught.• Discuss what they have written with the teacher or other pupils• Read their writing aloud clearly enough to be heard by the teacher and their peers.	
SPAG	<p>This term children will be taught to:</p> <ul style="list-style-type: none">• Develop their understanding of the concepts set out in English Appendix 2 by:• Leave spaces between words.• Begin to punctuate sentences with capital letters	<p>This term children will be taught to:</p> <ul style="list-style-type: none">• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark• Join words and clauses using and.	<p>This term children will be taught to:</p> <ul style="list-style-type: none">• Join words and clauses using "and".	<p>This term children will be taught to:</p> <ul style="list-style-type: none">• Apply SPAG strategies consistently in their writing.• Check their own work to make sure it makes sense.	<ul style="list-style-type: none">• Read words containing each of the 40+ phonemes already taught• Read common exception words• Recognise days of the week• Name the letters of the alphabet• Name the letters of the alphabet in order using letter names to distinguish between



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	and full stops.				alternative spellings of the same sound
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<p>Spoken Language</p>	<p>This term children will be taught to:</p> <ul style="list-style-type: none">• Speak audibly and fluently with an increasing command of Standard English• Listen and respond appropriately to adults and their peers.	<p>This term children will be taught to:</p> <ul style="list-style-type: none">• Ask relevant questions to extend their understanding and knowledge.• Gain, maintain and monitor the interest of the listener(s).	<p>This term children will be taught to:</p> <ul style="list-style-type: none">• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.• Participate in discussions, presentations, performances, roleplay/improvisations and debates.	<p>This term children will be taught to:</p> <ul style="list-style-type: none">• Use relevant strategies to build their vocabulary.• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.• Consider and evaluate different viewpoints, attending to and building on the contributions of others	<ul style="list-style-type: none">• Use relevant strategies to build their vocabulary.• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.• Listen and respond appropriately to adults and their peers.• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.• Consider and evaluate different viewpoints, attending to and building on the contributions of others
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<p>Maths</p>	<p>This term children will be taught to:</p> <p>Number - number and place value</p> <ul style="list-style-type: none"> • 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 (using a number line). • 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 	<p>This term children will be taught to:</p> <p>Number - number and place value</p> <ul style="list-style-type: none"> • Partition numbers into tens and ones. • Recognise odd and even numbers. • Given a number, identify one more and one less. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (using a hundred square grid). <p>Number - addition and subtraction</p> <ul style="list-style-type: none"> • Add and subtract one- digit and two-digit numbers to 20, including zero. • Represent and use number bonds and related subtraction facts within 20. 	<p>This term children will be taught to:</p> <p>Number - number and place value</p> <ul style="list-style-type: none"> • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens (using a hundred square grid). • Compare numbers: Given a number, identify one more and one less. • Recognise odd and even numbers. • Partition numbers into tens and ones. <p>Number - addition and subtraction</p> <ul style="list-style-type: none"> • Add and subtract one-digit and two-digit numbers to 20, including zero. • Represent and use number bonds and related subtraction 	<p>This term children will be taught to:</p> <p>Number - addition and subtraction</p> <ul style="list-style-type: none"> • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. • Double and half numbers. • Solve addition and subtraction word problems. <p>Number - multiplication and division</p> <ul style="list-style-type: none"> • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects and pictorial 	<ul style="list-style-type: none"> • Count to 10/20 forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10/20 in numerals and words. 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. • Given a number, identify one more or one less. • Count in multiples of two and five and ten • Add and subtract one digit numbers (to 10/20) • Represent and use number bonds and related subtraction facts to 10/20
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	<p>(fewer), most, least.</p> <ul style="list-style-type: none"> • Read and write numbers from 1 to 20 in numerals and words. • Teen numbers. <p>Number – addition and subtraction</p> <ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Solve addition and subtraction word problems. <p>Measurement</p> <ul style="list-style-type: none"> • Tell the time to the hour and draw the hands on a clock face to show the 	<ul style="list-style-type: none"> • Double and Half numbers. • Solve addition and subtraction word problems. <p>Measurement</p> <ul style="list-style-type: none"> • Tell the time to the hour and half past the hour and draw the hands on a clock face to show the times. • time [for example, quicker, slower, earlier, later]. • Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]. • Recognise and use language relating to dates, including days of the week, weeks, months and years. 	<p>facts within 20.</p> <ul style="list-style-type: none"> • Doubling and halving. • Addition and subtraction word problems. <p>Measurement</p> <ul style="list-style-type: none"> • Mass/weight [for example, heavy/light, heavier than, lighter than]. • Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]. • Measure and begin to record time (hours, minutes, seconds). • Recognise and know the value of different denominations of coins and notes. <p>Geometry – properties of shapes</p> <ul style="list-style-type: none"> • Recognise and name common 2-D and 3-D shapes, including: 	<p>representations with the support of the teacher - (Grouping method).</p> <p>Geometry – position and direction</p> <ul style="list-style-type: none"> • Describe position, direction and movement, including whole, half, quarter and three quarter turns. <p>Measurement</p> <ul style="list-style-type: none"> • Recognise and know the value of different denominations of coins and notes. • Finding totals, change and differences. <p><i>In addition to above, children will consolidate and review all previous areas of learning in line with National Curriculum Year 1 objectives to prepare the children for a smooth Year 2</i></p>	<ul style="list-style-type: none"> • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems • Recognise and name common 2D and 3D /shapes: rectangles, squares, circles, triangles, cuboids, pyramids and spheres. • Describe position, direction and movement, including whole, half, quarter and three quarter turns.
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	<p>time.</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]. Recognise and use language relating to dates, including days of the week, weeks, months and years. 	<p>Geometry – properties of shapes Recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles]. 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <p>Number – fractions</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	<ul style="list-style-type: none"> 2-D shapes [for example, rectangles (including squares), circles and triangles]. 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <p>Number – fractions</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	<p><i>transition.</i></p>	
Science	<p>This term, children will be taught to identify, name, draw and label the basic parts of the human</p>	<p>This term, children will be taught to identify and name a variety of common wild and garden plants,</p>	<p>This term, children will be taught to identify, name and describe a variety of everyday materials, including</p>	<p>This term, children will learn about Animals Including Humans, identify and name a variety of common</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish,



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	<p>body and say which part of the body is associated with each sense. We will explore the five 'Superhero senses' and the components of healthy lifestyles.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and the five senses. Explain which part of the body is associated with each sense. Identify the importance of healthy living. 	<p>including deciduous and evergreen trees. We will identify and describe the basic structure of plants, including trees and explore the plant lifecycle.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify, name, draw and label the basic parts of the plant. Understand and explain the plant lifecycle. 	<p>wood, plastic, glass, metal, water, and rock. We will compare everyday materials on the basis of their simple physical properties. Children will also be taught to observe changes across the four seasons, and describe weather associated with the seasons how day length varies. We will also learn about types of extreme weather and the effects.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, 	<p>animals through classification and identify common animals that are carnivores, herbivores and omnivores.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Compare and group together a variety of everyday materials on the basis of their simple physical properties. 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. 	<p>amphibians, reptiles, birds and mammals</p> <ul style="list-style-type: none"> identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees <p>Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including
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			<p>metal, water, and rock.</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies. • Identify the different types of extreme weather and their effects. 		<p>wood, plastic, glass, metal, water, and rock</p> <ul style="list-style-type: none"> • 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. <p>Seasonal changes</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.
Humanities	<p>This term children will be taught to:</p> <ul style="list-style-type: none"> • Understand significant historical events, 	<p>This term children will be taught to:</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five 	<p>This term children will be taught to:</p> <ul style="list-style-type: none"> • Understand the lives of significant individuals in the 	<p>This term children will be taught to:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the 	<ul style="list-style-type: none"> • Identify significant individuals in the past who have contributed to national and international achievements.



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	<p>people and places in their own locality.</p>	<p>oceans.</p> <ul style="list-style-type: none">• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas• Understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom, and of a small area in a contrasting non-European country.	<p>past who have contributed to national and international achievements.</p> <ul style="list-style-type: none">• Understand significant historical events, people and places in their own locality.	<p>United Kingdom, and locate hot and cold areas of the world in relation to the Equator and the North/South Pole.</p> <ul style="list-style-type: none">• Identify key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.	<ul style="list-style-type: none">• Identify and locate the name of the seven continents and the five oceans• Identify and name the four countries and capital cities of the UK and its surrounding seas• Understand geographical similarities and differences through studying the human and physical geography of small area of the United Kingdom, and of a small area in a contrasting non-European country.• Understand significant historical events, people and places in their own locality.• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the
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					<p>world in relation to the Equator and the North and South Pole.</p> <ul style="list-style-type: none">• Identify the different types of houses.• Recognize and name the different parts of a house.
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