



# BCI YEAR 1 CURRICULUM OVERVIEW



## KEY SKILLS

### Reading Skills

- Apply phonic knowledge and skills as the route to decode words
- Match graphemes for all phonemes including alternative.
- Read accurately by blending sounds
- Read common exception words
- Read words containing common suffixes
- Read other words of more than one syllable
- Read words with contractions
- Read books aloud, accurately.
- Re-read these books to build up their fluency and confidence in word reading.

### Writing

- Name letters of the alphabet.
- Spell very common exception words.
- Spell days of the week.
- Spell words using 40+ phonemes.
- Use very common prefixes and suffixes.
- Form lower case letters correctly.
- Form capital letters and digits.
- Compose sentences orally before writing.
- Leave spaces between words.
- Begin to use punctuation . ? !
- Use capital letters for proper nouns
- Use common plural and verb suffixes

- Read own writing to peers or teachers.
- Read own writing to check it makes sense.

### Maths

- Count to and back from 100.
- Count forwards and backwards in 2s, 5s and 10s.
- Identify one more and one less.
- Read and write numbers to 20 in numerals and words.
- Use language more, most, fewer, least and < > symbols.
- Use + - = symbols
- Know number bonds to 20.
- Add and subtract one-digit numbers and two-digit numbers to 20.
- Solve one-step problems, including simple arrays

- Use common vocabulary for comparison
- Begin to measure, length, capacity, weight and time.
- Recognise coins and notes and understand their values.
- Sequence events in chronological order and recognise and use language link to dates.
- Tell the time to the hour and half past.
- Recognise and name common 2D and 3D shapes.
- Describe position, direction and movement.

## CARE AND CONSIDERATION

### SEMH\*

- Self-awareness
  - Begin to recognise and name their emotions
  - Begin to identify own strengths and limitations
  - Begin to understand that we all experience a range of thoughts and emotions.
- Self-management
  - Begin to express feelings clearly.
  - Explore and develop strategies for self-regulation
- Social awareness
  - Begin to show understanding and empathy for others
- Relationship skills
  - Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.
  - Show respect for the rights of others.
  - Understand how to work effectively with and alongside peers.
- Responsible decision making
  - Begin to make careful choices about personal and social behaviour.
  - Represent class, school and wider community.

\*supporting information from [mentallyhealthyschools.org](http://mentallyhealthyschools.org)

### PE

- Master basic movements (running, jumping, throwing and catching).
- Develop balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games.

### PSHE

- Relationship education\*:
  - Families and people who care for me.
  - Caring friendships
  - Respectful Relationships
  - Online relationships
  - Being safe

\*Statutory RSE (DfE)

### ROSI SOW

- The caring school and feelings, friends and friendships.
- Special people and anti-bullying.
- Healthy eating and hygiene.
- Physical health and well-being.
- Growing and changing.
- Keeping myself safe.
- The world of drugs.

## COMMUNICATION

### Speaking and Listening

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions.
- Listen to and learn a wide range of vocabulary.
- Offer descriptions, explanations and narratives to others and explain their answers, opinions and feelings.
- Engage in meaningful discussions with consideration of different viewpoints.
- Use spoken language to explore ideas and stories.
- Speak to and in front of peers clearly with an increasing command of Standard English.

- Present and perform for audience and be part of an audience
  - Choose and explore voice, movement and expression
- Use drama to explore real and imaginary situations to understand the world.

### Drama and Role Play

### Writing

- Fiction
  - Write stories
  - Use the language of fairy tales and traditional tales.
  - Start to plan out writing
- Non-fiction:
  - Write labels, lists and captions
  - Write instructions
  - Write recounts
  - Write non-chronological reports
- Poetry
  - Write poems that use pattern and rhyme

### Reading

- Listen to a wide range of texts.
- Link what they've read to their own experiences.
- Learn some poems by heart.
- Discuss books that are read to them and that they have read.
- Discuss word meanings and learn new vocabulary.
- Make simple predictions and inferences.

## COMMUNITY AND BEYOND

### Geography

- Describe the human and physical features of our local area and understand the difference between them.
- Use maps to plan routes around our local area, using directional language.
- Name, locate and identify characteristics of the four countries of the UK and surrounding seas.
- Name, locate and identify characteristics of a European country.
- Use observational skills and fieldwork.

### RE

- Recall and name different beliefs and practices.
- Retell and suggest meanings to some religious and moral stories.
- Recognise some different symbols and actions which express a community's way of life.
- Appreciate some similarities and differences between communities.
- Notice and respond sensitively to some similarities between different religions and world views.

### History

- Explore local history.
- Understand the influence of significant individuals, in particular 'explorers'
- Explore significant events, celebrations and achievements from the past.
- Explore significant, recent changes to our countries history through the theme of monarchy.

### British Values

Across the curriculum start to understand:

- Democracy
- Rule of law
- Mutual respect and tolerance
- Individually liberty

## CREATIVITY

### Art

- Use a range of materials creatively to design and make products
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques for expressing ideas.
- Learn about the work of a range of artists.

### DT

- Design purposeful products.
- Generate and communicate ideas.
- Use a range of tools and material to complete tasks.
- Evaluate existing products and their own ideas.
- Build and improve structure and mechanisms.

### Music

- Sing songs and speak in chants and rhymes.
- Play tuned and untuned instruments musically
- Listen carefully to a range of music
- Make and combine sounds

### Dance

- Perform dances using simple movement patterns.
- Express thoughts, ideas and feelings through dance.

## CURIOSITY AND EXPLORATION

### Forest School

- Independent shelter building.
- Independent mini den building.
- Basic tool use (incl. bow saw).
- Independent knot tying.
- Make a bird feeder.
- Plant vegetable seeds.

### Working Scientifically

- Ask simple questions.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use their observations and ideas to suggest answers to questions.
- Gather and record data.

### Science

- Identify and name a variety plants
- Identify and describe the basic structure of plants.
- Identify, compare and classify animals.
- Identify and name common body parts of animals including humans.
- Distinguish between objects and the materials.
- Identify and name a variety materials
- Describe the properties of a variety of everyday materials.
- Compare and classify materials.
- Observe weather associated with change of season.

### Computing

- Access, retrieve and use info from electronic sources.
- Understand use of algorithms.
- Write and test simple programs.
- Use logical reasoning to make predictions.
- Organise, store and retrieve data.
- Communicate safely online.
- Recognise use of IT outside of school.