



Weddington Curriculum Expectations

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **YEAR 1**

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
<ul style="list-style-type: none"> Children will be able to confidently describe characteristics of certain toys Children will be able to explore how toys have changed over time Explore simple toys from the past Understand basic concepts of chronology by sequencing toys from different time periods Be able to recognise similarities and differences between past and present toys in terms of materials, design and function Children will be engaged in hands-on activities with replicas or illustrations of historical toys to stimulate imaginative play and observation skills Children's vocabulary will be developed, related to historical toys and their uses Children will be introduced to inspirational figures from history who have made significant contributions to society Children will be able to confidently discuss famous inventors, scientists, explorers, artists and leaders from different time periods and cultures. Explore the achievements and impact of historical figures in various fields, such as science, literature, exploration and human rights Understand the concepts of records and achievements Be able to discuss and reflect on the qualities and characteristics of history makers, such as perseverance, courage and creativity. Children will be inspired to think about their own potential to make a positive difference in the world 	<ul style="list-style-type: none"> Understand the difference between hot and cold countries and why – temperature, Climate, clothing. Identify and track daily weather patterns in the UK. Know the names and locations of the four countries and capital cities of the UK. Know places near the Equator are often hot and places close to the poles are often cold. Understand that people's lives can be different in different parts of the world through a study comparing our local area and Australia. Know about my school, my street, my house, and my route to school – simple mapwork. Know the names and locations of the UK's countries - main UK towns and cities. 	<ul style="list-style-type: none"> Experiment with a variety of tools, such as: pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media Begin to explore the use of line, shape, pattern and colour. Explore drawing techniques such as hatching and scribbling. Experiment with paint media, using a range of tools, e.g. different brush sizes, hands, rollers and pads. Mix secondary colours and shades using different types of paint. Continue to explore the use of shape and form. Begin to apply simple decoration techniques introducing patterns. Talk about what they like in their own work and in the work of others. 	<ul style="list-style-type: none"> Design purposeful, functional and appealing products for themselves and others. Select from and use a range of tools and techniques to perform practical tasks eg cutting, joining, finishing Select from and use a wide range of materials including textiles Generate and develop ideas through talking, drawing and ICT Be taught how to cook and apply the principles of nutrition and healthy eating. Understand where food comes from.



Mindfulness Perseverance Respect Reflection Truth Aspiration Inspiration

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		<p>RE</p> <ul style="list-style-type: none"> • Pupils continue their journey into theology, philosophy and human and social sciences. • Children know that there are six major world religions, but also have an awareness that some people are non-religious or have a belief separate to these. • Pupils begin to understand the worldviews of others, including how they are celebrated and shared, and what may influence them. • Weddy pupils know about some sacred texts and their interpretations (Bible, Torah, Qur'an etc). • Pupils have an awareness that ideas, such as right and wrong, and good and evil, often come from ancient texts and philosophers ideas. • Children are beginning to develop their understanding of how people may have similar beliefs but live them out in different ways. 	<p>COMPUTING</p> <ul style="list-style-type: none"> • Use their curiosity; Purple Mash applications; instructional texts and programmable toys to support their understanding of how algorithms functions and their relation to the world around them • Persevere when applying their learning to create and debug simple programs and predict the behaviour of programmes • Reflect on the creative and purposeful potential of technology by creating digital stories and data representations and relate this to their lives outside of school • Through targeted PSHE and computing lessons, alongside ongoing learning discussions, children understand how to respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.
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SCIENCE-Teach discretely but link where relevant)	CORE SKILLS Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
Plants:	READING	WRITING	MATHS
<ul style="list-style-type: none"> Name a variety of common wild and garden plants, including deciduous/evergreen trees. Describe the basic structure (including leaves, flowers (blossom) of a variety of common flowering plants, including trees. <p>Animals, including humans:</p> <ul style="list-style-type: none"> identify and explain/compare the structure of a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets. Understand and identify carnivores, herbivores and omnivores. identify, name, draw and label the basic parts of the human body. <p>Everyday 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 wood, plastic, glass, metal, water, and rock describe and compare the simple physical properties of a variety of everyday materials <p>Seasonal changes:</p> <ul style="list-style-type: none"> observe changes across the 4 seasons. observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> To apply their phonicknowledge and skills to decode words. To read accurately by blending sounds in unfamiliar words containing taught GPCs. To respond with the correct sound to graphemes for all 40+ phonemes. To read words containing taught GPCs and -s, -es, -ing, -ed, -er, -est suffixes. To read words with contractions (I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). To read some common exception words. To progress through the RWI scheme, aiming to complete Year 1 at the end of Blue level texts. To check that the text makes sense to them when they read and correct inaccurate reading. To explain their understanding of what is read to them. To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. To be encouraged to link what they have read to their own experiences. To become very familiar with key stories, fairy stories and traditional tales, confidently retelling them and considering their particular characteristics. To discuss the significance of the title and events with developing confidence. To identify/explain key aspects of fiction and non-fiction texts, such as characters, titles and information. 	<ul style="list-style-type: none"> To sit correctly at a table, holding a pencil comfortably and correctly. To begin to form lower case letters in the correct direction, starting and finishing in the right place. To use a capital letter for names of people, places, days of the week and for the personal pronoun 'I'. To begin to use capital letters, full stops, question marks and exclamation marks. To confidently say out loud what they are going to write about. To understand how words can combine to make sentences. To write a sequence of sentences to form a short narrative – using their imagination. To join words and clauses using 'and.' To use simple adjectives to describe and be courageous with using new words. To leave spaces between words. To write clearly demarcated sentences. With support, to re-read what they have written to check that it makes sense and make simple changes. To understand regular plural noun suffixes -s or -es e.g dog/dogs). To understand that suffixes can be added to verbs where no change is needed in the root word e.g. helping, helped etc. To understand how the prefix -un changes the meaning of verbs and adjectives e.g. unkind. Use standard forms of verbs, e.g. go/went 	<p>Previous Reception experiences and counting within 100</p> <ul style="list-style-type: none"> Count within 100, forwards and backwards, starting with any number. <p>Comparison of quantities and part-whole relationships</p> <ul style="list-style-type: none"> Count within 100, forwards and backwards, starting with any number. Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = <p>Numbers 0 to 5</p> <ul style="list-style-type: none"> Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. <p>Recognise, compose, decompose and manipulate 2D and 3D shapes</p> <ul style="list-style-type: none"> Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations. <p>Numbers 0 to 10</p>



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- To participate in discussion about what is read to them, taking turns and listening to what others say.
- To discuss word meanings, and to be curious when exploring new words, linking new meaning to those already known.
- To draw on what they already know or on background information and vocabulary provided by the teacher.
- To recognise and confidently join in with predictable phrases and make simple predictions.
- To make inferences on the basis of what is being said and done.
- To recognise – capital letters, full stops, question marks, exclamation marks.
- To read aloud with developing pace and expression, e.g. to pause at a full stop or begin to raise voice for a question.
- To know the difference between fiction and non-fiction texts.

- Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$.
- Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.

Additive structures

- Read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts.

Addition and subtraction facts within 10

- Develop fluency in addition and subtraction facts within 10.

Numbers 0 to 20

- Reason about the location of numbers to 20 within the linear number system, including comparing using $<$ $>$ and $=$.

Unitising and coin recognition

- Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.

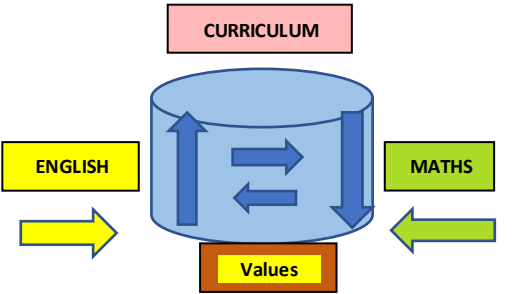


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HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 1					
MONSTERS (History) (Toys through History)	MONSTER (Geography) (Countries of the UK)	COMMOTION IN THE OCEAN (History)	RUMBLE IN THE JUNGLE (Geography)	HISTORY MAKERS AND RECORDS BREAKERS (History)	HISTORY MAKERS AND RECORDS BREAKERS (Geography)
<ul style="list-style-type: none"> • Toy timeline • Children will be able to confidently describe characteristics of certain toys • Children will be able to explore how toys have changed over time • Explore simple toys from the past • Understand basic concepts of chronology by sequencing toys from different time periods • Be able to recognise similarities and differences between past and present toys in terms of materials, design and function • Children will be engaged in hands-on activities with replicas or illustrations of historical toys to stimulate imaginative play and observation skills • Children's vocabulary will be developed, related to historical toys and their uses. 	<ul style="list-style-type: none"> • Know the names and locations of the four countries and capital cities of the UK. • Know the names and locations of the UK's countries - main UK towns and cities. 	<ul style="list-style-type: none"> • David Attenborough • Children will be introduced to inspirational figures from history who have made significant contributions to society • Children will be able to confidently discuss famous inventors, scientists, explorers, artists and leaders from different time periods and cultures. • Explore the achievements and impact of historical figures in various fields, such as science, literature, exploration and human rights 	<ul style="list-style-type: none"> • Understand the difference between hot and cold countries and why – temperature, Climate, clothing. • Know places near the Equator are often hot and places close to the poles are often cold. • Understand that people's lives can be different in different parts of the world through a study comparing our local area and Australia. 	<ul style="list-style-type: none"> • Florence Nightingale • Amelia Earhart • Children will be introduced to inspirational figures from history who have made significant contributions to society • Children will be able to confidently discuss famous inventors, scientists, explorers, artists and leaders from different time periods and cultures. • Explore the achievements and impact of historical figures in various fields, such as science, literature, exploration and human rights 	<ul style="list-style-type: none"> • Know about my school, my street, my house, and my route to school – simple mapwork.



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EXPRESSION	PHYSICAL EDUCATION		KEY VOCABULARY		CURRICULUM SCHEMA
<p>MUSIC</p> <ul style="list-style-type: none"> Use my voice to speak, sing and chant. Use instruments to perform. Clap short rhythmic patterns. Make different sounds with my voice and with instruments. Repeat short rhythmic and melodic patterns. Make a sequence of sounds. Respond to different moods in music. Say whether I like or dislike a piece of music. Play an instrument Follow instructions when to play and sing. 	<p>GAMES</p> <ul style="list-style-type: none"> Can throw underarm. Can hit a ball with a bat. Can move and stop safely. Can throw and catch with both hands. Can throw and kick in different ways. Can begin to show spatial awareness. <p>GYMNASTICS/DANCE</p> <ul style="list-style-type: none"> Can make my body curled, tense, stretched and relaxed. Can control my body when travelling and balancing. Can copy sequences and repeat them. Can roll, curl, travel, balance in different way Can link together actions 		<p>HISTORY</p> <ul style="list-style-type: none"> 'past' 'present' 'older' 'newer', 'then', 'now' Use words and phrases such as: a long time ago, recently, when my parents were children, years, to describe the passing of time. Use days, weeks and months to describe when events happened. <p>Context specific vocabulary e.g. Wright brothers, Crimean War, underground, pilot, plane, Vaccine</p>	<p>GEOGRAPHY</p> <ul style="list-style-type: none"> beach, forest, hill, mountain, ocean, river, season, weather, city, town, village, shop Equator, North & South Poles England, Scotland, Wales, Northern Ireland Australia Seasons Sunny, cloudy, rainy, windy, stormy, snowy, frosty Near, far, next to, between Aerial photograph 	<ul style="list-style-type: none"> Link Learning through topics and subjects. Ensure progression of skills and knowledge. Consolidate & revise skills and knowledge. Reinforce Key specific vocabulary. 
<p>FRENCH</p> <ul style="list-style-type: none"> Join in with songs and rhymes. Respond to a simple command. Answer with a single word. Answer with a short phrase. Ask a question. Name people, places and objects. Use set phrases. Choose the right word to complete a phrase. Read and understand single words. Read and understand short phrases. Use simple dictionaries to find the meaning of words. Write single words correctly. Label a picture. <p>Copy a simple word or phrase.</p>	<p>VALUES</p> <p>SCHOOL VALUES:</p> <ul style="list-style-type: none"> Mindfulness Perseverance Respect Reflection <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> Democracy Rule of Law Individual Liberty Respect & Tolerance <p>Truth</p> <ul style="list-style-type: none"> Aspiration Inspiration <div data-bbox="862 879 1086 1002" style="border: 1px solid black; padding: 5px;"> <p>Where possible link examples of these values to topic/thematic work</p> </div> <div data-bbox="616 1007 1099 1141" style="border: 1px solid black; padding: 5px;"> <p>School Vision: Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success</p> </div>		<p>CULTURAL CAPITAL</p> <p>Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-</p> <p>Core skills in English and Maths</p> <p>Creativity – Art & Design, DT, Expressive Arts</p> <p>History and Heritage – History, Cultural heritage</p> <p>Understanding the World – Geog., Current Affairs</p> <p>Discovery – Science, Technology/Computing</p> <p>Values and Personal Skills – inc. British Values.</p>	<p>PSHE</p> <p>Promoting the PSHE curriculum as well as Values & Cultural Capital</p> <ul style="list-style-type: none"> Family and Relationships: family, friendships, emotions, working with others and friendship problems. Health and Well-being: Personal self, understanding emotions, relaxation, people who keep us healthy, allergies, sun safety, personal hygiene and bedtime. Safety and the changing body: adults inside and outside of school, staying safe (personally and at home) emergency phone calls, people who keep us safe, safety with substances, appropriate contact. Citizenship: following rules, caring for animals and the needs of others, belonging, unique qualities, similarities/differences, democratic decisions. Economic well-being: money and keeping it safe, banking saving and spending, jobs in and out of school. Transition lesson: New skills developed including perseverance, truth, what are we 	



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				better at (reflection), aspirations and curiosity about year 2.
DANCE AND DRAMA				CULTURAL CAPITAL
<p>DANCE:</p> <ul style="list-style-type: none"> I can improvise freely and translate ideas from a stimulus into movement. I can share and create phrases with a partner and small group can repeat, remember and perform phrases. <p>Cross curricular Music: –Spanish or Italian. Music –from Italy; Vivaldi : The Four Seasons; Vikiong /Nordic Music - 'Ivar's Revenge' Compose music to create sounds of the desert.</p>	<p>DRAMA:</p> <ul style="list-style-type: none"> Dress as characters from a story or event Improvise a scene from an event. Hot seat –questioning character from event <p>#Interview each other in character</p> <p>Cross Curricular Drama:</p> <ul style="list-style-type: none"> Acting out & roleplay Greek myths; 			<ul style="list-style-type: none"> Global warming – melting of the Ice caps Global warming – (Continents, Poles) Litter and protection of the environment – (Our locality, route to school). What do we mean by 'united'? (United Kingdom) Diversity, determination – (Mary Seacole) Carbon emissions – (Transport)

