

YEAR 1 CURRICULUM OVERVIEW



LANGUAGE AND LITERACY

Literacy focuses on developing each child's ability to understand and use language, both spoken and written as part of their learning.

Children come to school with their own experience of using language, both oral and written. These skills should be valued and used as a starting point for further development by the teacher and parent.

Talking and listening:

Oral language development is central to the child's development and involves more than just a growth of vocabulary. Oral language helps us to communicate and express ideas, thoughts and feelings. Children's listening and communication skills are fostered as they talk with adults and as they play and work with other children.

- listening to a wide range of stories, poems, songs and music. Listening to each other and taking turns to speak. Following instructions, repeating rhymes, recalling sequence and detail.
- Phonological awareness- identifying sounds/syllables and rhyme.
- Initiating and joining in with conversation. Sharing ideas and experiences.

Reading:

Children are encouraged to develop a love of books and the disposition to read. Reading should be both informal and enjoyable in a print rich environment. Children should have access to a wide range of reading materials. As they move through the Foundation Stage they should have opportunities to read individually or in small groups.

- Modelled/Shared and Guided reading sessions.
- Select fiction/non-fiction books and use them for specific purposes eg. sequencing, predicting, retelling.
- Develop concepts of print/book handling.
- Auditory/visual discrimination and memory. Memory games, spot the difference, what's wrong cards, odd one out, building sight vocabulary.
- Recognition of letter names and sounds.

Writing:

Children need to understand that we write for a variety of purposes and there are different forms of writing. Children should be given the opportunity to experiment with different writing tools and materials.

- Opportunities to write during play
- Teacher models writing/Shared writing
- Develop fine motor skills
- Experiment with mark making
- Letter formation
- Sentence structure
- Labels/sentence/names/posters/cards




MATHEMATICS AND NUMERACY

Mathematics is one of the six Areas of learning in the Northern Ireland Primary curriculum. In the Foundation stage it focus on the development of Number, Measures, Shape and Space, Sorting and Pattern & Relationships. Within all these concepts the emphasis will be on practical activities and the development of mathematical language. Mathematical activities will be presented through contexts that have meaning for the children and provide opportunities for them to explore and investigate ideas. As the development of mathematical language is of fundamental importance, children will be encouraged to talk about their work both during the activity and during plenary sessions. Work will be recorded in Whole class Maths book.

Children will develop knowledge, understanding and skills in:

Number

- Understanding Number: count objects, develop one to one, match numerals to sets, order numerals and sets within 10, develop number conservation, explore ordinal number, numbers before, after, in between, talk about 1 more/ less than
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- Counting and Number recognition: number rhymes, count forwards/backwards – different starting points, recognise numerals to 10, know quantities up to 5 without counting, estimate amounts, explore numbers in own lives
 - Understanding Money: use real coins in play contexts, familiarity with coins, be aware shopping involves exchange, ways to pay.

Measures

- length/ size, weight, capacity, area – comparison of objects, use of language e.g. *longer/shorter, heavier/lighter, holds more/less, the same as* – use of non standard units. Time –sequence events, significant times, time patterns, compare time intervals.

Shape and Space

- shapes in environment, 3D models, 2D shape pictures/ patterns, properties – sort, describe, name. Explore space, positional language, use of Beebot, follow/give directions.

Sorting

- sort items – sameness, colour, shape, size, talk about arrangement. Sort random materials, sort for one criterion, resort for different criteria. Sort using multi property collections.

Patterns and Relationships

- pattern in environment, copy, create, continue patterns. Pattern in numbers – pairs. Components of numbers to 10, combining sets – *how many altogether?* Match objects – cup to saucer etc. Compare sets by matching -more/ less than/ same. Practical addition/ subtraction.

THE ARTS

This area of the curriculum includes Art and Design, Music and Drama. It is a means for children to express themselves creatively. It encourages children to observe, make choices, problem solve, investigate, be imaginative and communicate and express their ideas. Valuing their own and others work is another strand.

- Role-play and mime during play using stories and nursery rhymes.
- Using a variety of techniques, materials and media in Art.
- Music for enjoyment. Handling and exploring sounds and instruments.
- Have opportunities to sing and join in. Listen and responding to music.

PERSONAL DEVELOPMENT & MUTUAL UNDERSTANDING (P.D.M.U.)

This area is all about social and emotional development and how children can form relationships and work co-operatively with others. They learn how to describe and deal with their feelings and emotions. They also learn about taking responsibility and how their actions can impact on others. Self awareness, building self-esteem and independence are a big part of P.D.M.U.

- Celebrating Me
- Circle-time
- Rules and routines
- Alive-o programme
- Assemblies
- Keeping safe and healthy
- Celebrating success



PHYSICAL DEVELOPMENT AND MOVEMENT

Children need to develop a range of fundamental movement skills which will improve balance, control and coordination.

In the Foundation Stage this also includes development of the fine motor skills. Children need regular physical play both indoors and outdoors. These skills are developed through

- Athletics
- Games
- Dance
- Gymnastics
- Primary movement



WORLD AROUND US

The Learning Area of the World Around us incorporates the 3 subject areas of Geography, History and Science & Technology. This Area of learning aims to develop children's curiosity and interest in the world around them. Children will have opportunities to investigate the world they live in and will be encouraged to ask

questions about why things happen. They will also be given opportunities to develop an awareness of the outside environment, and have opportunities to use their senses to develop their powers of observation. Children will talk and find out about events in their own lives and in those of their families and others.

Children will develop knowledge, understanding and skills in relation to:

Interdependence

- pupils explore Who am I/ What am I/ Am I the same as everyone else/What else is living/How do living things survive.

Place

- Where do I live/ How have I changed over time/What is in my world/What is beyond my world/How has this place changed.

Movement and Energy

- How do things move now and in the past/Why do things move/How do things work/Why do people and animals move/Where do things move/Where do people and animals move to/What sources of energy are in my world/How and why are they used.

Change over Time

- How do things change/What kind of changes happen, have happened or might happen/How can we make change happen

Most of the skills and concepts within this area of learning will be developed through planned topics, which will be relevant to the children's interests and experiences.

- Seasons –animals/plants/clothing
- Sensory walks –record digitally
- Environments/ mini environments
- Colour and Pattern
- Homes
- Clothes
- People who help us
- Road Safety
- Food and Farm



RELIGION

The Alive-o programme aims to make children aware of God's loving, caring presence in their lives and to encourage them to respond to that presence with love and joy.



- Alive-o programme and children's book.
- Class assembly
- Prayers, stories and songs.