



Stockport Grammar Junior School – Curriculum Information for Parents 2023-2024

Year 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Mathematics	<p>Children will be counting on and back, working on pairs and doubles to 5, missing numbers, one more and one less, as well as number formation and ordering. They will revisit 2D shape and look at Venn and Carroll diagrams and group things into sets.</p> <p>In the second half term, the children will learn about teen numbers, number bonds, measuring using standard and non-standard units, subtraction, and recognising and using coins.</p>		<p>The children will learn about counting on and back in 1s to 100, understand place value in 2 digit numbers, revise doubles and number bonds to 10, do simple addition and subtraction and count on 2 and 3 more from a given number. We will also look at 3-D shapes and their properties, begin to recognize units of time, count on and back in 10s and 5s, learn to estimate and develop their understanding of number to 100. We will look at subtraction using our number pair knowledge and begin to learn pairs to 20, whilst also counting on from 2 digit numbers and finding numbers on the 100 square. We will learn about time with a focus on weeks, days and hours alongside telling o'clock and half past times.</p>		<p>The children will further develop their understanding of addition and subtraction, compare weights and capacities and learn about tables and graphs. They will recap on halving numbers, work on simple fractions and expand their knowledge of money to bigger coins. They will continue to use a 100 square and to work on the recognition of odd and even numbers and will also revisit time, thinking specifically of half past, quarter past and quarter to, on both analogue and digital clocks.</p>	

<p>English</p>	<p>Phonics will be taught through Red Rose Letters and Sounds each day with a recap of Phase 4 and moving onto a focus on Phase 5 sounds. Weekly spellings will be taken from the phonics focus, the high frequency word lists and the books we are studying. Handwriting will be taught through the Think Write handwriting scheme. In writing, children will use the story 'The Perfect Pet' to develop extended writing, as well as factual books to learn about non-fiction texts. In the second half term, we will learn about Guy Fawkes and explore a range of poetry and non-fiction texts through our theme Fire! Fire! Through these texts, children will develop their story writing and poetry skills. In addition, there will be many reading opportunities and story times to enhance work done through the reading scheme.</p>	<p>Phonics will be taught through Red Rose Letters and Sounds each day with the children learning new Phase 5 sounds as well as re-capping all of the sounds learned so far. They will also learn to apply this to their writing. Weekly spellings will be taken from the phonics focus and the high frequency word lists. Handwriting will be taught through the Think Write handwriting scheme. In writing, children will read the story 'Supertato' and learn about the features of a letter, as well as punctuating sentences with exclamation marks. They will also make cress heads and write a simple set of instructions to explain their process. Later in the term, they will focus on the story of 'Jack and the Beanstalk', learning more about the use of adjectives and specific grammar rules. They will begin to adapt the storyline by creating their own versions using story maps. Children will also have the opportunity to explore a range of non-fiction texts as we write recounts of familiar celebrations. They will learn to use time connectives as they discuss common features and sequence events. They will also read the story of 'The Scarecrows' Wedding' and discuss the differences between recounts and narrative. In addition, there will be many reading opportunities and story times to enhance work done through the reading scheme.</p>	<p>Phonics will be taught through Red Rose Letters and Sounds each day with the children learning new Phase 5 sounds as well as re-capping all of the sounds learned so far. They will also learn to apply this to their writing. Weekly spellings will be taken from the phonics focus and the high frequency word lists. Handwriting will continue to be taught through the Think Write scheme and the children will continue to improve their formation of cursive handwriting and learn to write on narrower lines. In writing, the children will be focusing on the topic 'The Great Outdoors' in the first half of term. They will be introduced to a range of stories and will develop their understanding by exploring the meaning of key vocabulary in these texts. The children will then write their own stories using verbs and adjectives. They will also create information booklets using question marks, exclamation marks and other features of informational writing. In the second half of term, we will introduce the topic 'Robots.' Children will have the opportunity to invent a fantasy story featuring their own robot model as the central character. They will learn to use appropriate vocabulary to describe a character. They will also learn to identify and pluralise nouns. In addition, there will be many reading opportunities and story times to enhance work done through the reading scheme.</p>
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Science	<p>Children will label parts of the body, looking at similarities and differences and exploring the senses.</p> <p>They will learn about plants and bulbs as well as about animals and the changing weather/seasons.</p>	<p>The children will learn about materials and their uses. They will investigate the suitability of materials for different purposes. They will also learn about plants and growing and will plant some seeds. Alongside this they will observe seasonal changes.</p>	<p>Children will continue to learn about plants and investigate the 'perfect' conditions needed in order to grow a healthy plant. They will recognise and name common flowering plants including trees. They will look for signs of summer within the environment and record weather patterns over a week. They will carry out investigations and record data in a table as well as recapping on sorting animals, including humans, into mammals, reptiles, amphibians, fish and birds.</p>
Humanities	<p>Geography: The children will learn about their immediate locality. The children will develop locational knowledge based on the view from the school and local walks. They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps. Vocabulary will be reinforced through looking at photos and sketches.</p> <p>History: The children will explore similarities and differences between their own lives and those of people their grandparents' age. We will focus on different topics, including homes, toys, shops and schools, as well as trips to the local area. While we focus on a childhood in Britain, we also understand that some children's grandparents may have been born overseas.</p>	<p>Geography: The children will take four different world journeys. Starting with their local area, they then look at coastal, rainforest, dry (desert) and world city locations. We will focus on teaching about continents, and then moving children beyond just locational knowledge to a deeper understanding of place knowledge. We will balance images and specific case study examples to allow for challenges against stereotypes and misconceptions.</p> <p>History: The children will investigate the lives and journeys of five explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunita Williams. They will study an explorer from different perspectives, discussing what makes an explorer 'great', and who might not think that.</p>	<p>Geography: The children will learn about animals through a study of five continents. It looks at pandas, penguins, sharks and elephants, as well as lesser-known birds, such as the swallow. The children will also focus on specific landscapes, people and issues associated with real places. The children will look at what these animals' homes are like and address misconceptions they might have.</p> <p>History: The children will explore the stories of two significant events in the history of travel, and the impact they had on people's lives, back then and in the future. They will begin by learning about the first aeroplane flight, before looking at early aeroplanes in greater depth. They will then focus on the Rainhill Trials of Stephenson's Rocket, using sources from the time to provide context. The children will examine the legacy of both events, and discuss the impact on our world today.</p>
Art/Design Technology	<p>Children will build an understanding about the way they can make marks on a drawing surface. They will consider how the way they hold a</p>	<p>In Art, children will be introduced to the idea that many artists use flora and fauna to inspire their work. They will study artists who</p>	<p>The children will develop their understanding of sculpture and build their 'making' skills. Their exploration will start with careful looking and</p>

	<p>drawing tool and move their bodies affects the drawings they make. They will be introduced to the fact that they can make drawings as a result of observation. Through their drawings children will be able to talk about what they can see and how it makes them feel.</p> <p>Children will also be introduced to sketchbooks as a place of personal exploration and will use recycled resources to make their own sketchbook.</p> <p>In Design and Technology, children will explore the science of the properties of materials through the story of 'The Three Little Pigs.'. They will become engineers in order to help the pigs build a house that protects them from the wolf. They will design and build their houses then test how their designs withstand the wolf's puff! They will then consider how they can strengthen their designs and work together to improve them.</p>	<p>use drawing as a way to accurately capture the way plants and insects look and will spend time engaged in close looking as a way to build drawing skills. They also experiment with new materials and practice their cutting and collage skills, exploring shape and colour to build images.</p> <p>In Design and Technology, children will act as engineers to design and create an 'egg protection device' in order to help Jack get his golden egg back down the beanstalk safely.</p>	<p>drawing before being encouraged to take creative risks by using experimental mark-making with a variety of media. The children will then explore how they can manipulate their drawings in an intuitive way to make 3D forms by twisting, folding and crumpling paper. The children will explore balance to finally create an individual bird.</p> <p>In Design and Technology, we will focus on the story of 'Goldilocks and the Three Bears.' Children will think like engineers in order to help Goldilocks build a chair that seats all the bears at once. They will consider the special features required by each of the bears and the purpose of the chair. They then work together to build, test and improve their design.</p>
Computing	<p>Our focus will be on logging on, using software to introduce children to logical reasoning and using software which highlights the need to follow instructions carefully when using computers. Children will also practise keyboard skills.</p> <p>My Online Life: Throughout the year, the children will be thinking about all aspects of their online life and considering how to be safe and responsible while using the internet and technology.</p>	<p>Children will use direction movement commands to control floor robots. They will also use computer software to program a variety of robots on a computer screen.</p>	<p>Children will continue to use computer software to program a variety of robots. They will also complete an internet safety unit.</p>
R.E.	<p>Our focus will be on families, roles in the community, happiness and sadness. We will study Noah's ark story and examine ideas of 'belonging' to groups other than school or family. We will explore ways to care for others.</p>	<p>The children will learn about books that are special to them and that each faith has its own special book. The children will discuss places that are special to them and learn about significant places of worship. They will</p>	<p>Children will learn about the Creation story and will study other creation stories from around the world too. They will think about how to appreciate the world in which we live and learn about preventing pollution.</p>

	Hanukah and Christmas with emphasis on what we wear and how we celebrate special festivals.	celebrate Shrove Tuesday and learn about Chinese New Year, Holi and Easter.	They will learn the Bible story of Zaccheus and learn about forgiving others, along with friendships and moving on to a new class,	
P.E/Games/ Swim	<p>Lessons will focus on improving children's fundamental movement skills i.e speed, agility and reactions. They will learn to become more spatially aware and develop teamwork skills.</p> <p>In Swimming we will be developing our technique and reducing our aids. We will introduce our aquatic breathing in order to develop our strokes.</p>	<p>Children will explore jumping and landing, rocking and rolling in the gymnastics module. Pupils will also develop their hand eye coordination and target throwing in a range of different practices and games. We will work cooperatively in small groups to develop games and skills.</p> <p>In Swimming, we will continue to develop our strokes and also be aiming to increase our stamina so we can maintain our strokes over a longer time and distance. We will also work on our streamlined position leading to introducing diving.</p>	<p>In PE his term, the Year 1 children will be exploring a range of running, jumping and throwing athletic activities as well as preparing for sports day. They will also be working on different sending, receiving and retrieving skills related to striking games.</p> <p>In swimming, we will work on our streamlined position leading to introducing diving. We will continue to progress our strokes. We will develop a basic understanding of pool rules.</p>	
PSHE	Children will focus on friendship as well as learning how to be part of a community, being safe and happy, acknowledging their own feelings and knowing about rules. They will consider how to acknowledge the feelings of others, being a good friend and about giving and receiving presents at Christmas.	The children will learn about relationships as part of the One Decision scheme. The children will learn to recognise their feelings and deal with them in a positive way. We will learn about keeping ourselves and others safe online.	Children will learn more about the emotion of jealousy. They will share times when they have been jealous and will discuss how they can overcome this feeling. They will learn about the importance of friendship and how to be a good friend to all as well as talking about change, particularly moving into Year 2.	
French	Children will learn French greetings, feelings, numbers 1-20 and basic classroom language instructions.	Revision of colours and pets. Parts of the body and classroom instructions.	Participate in and enjoy traditional nursery rhymes in French	Classroom items and revision of colours.

<p>Music</p>	<p>Finding our singing voice</p> <ul style="list-style-type: none"> • I Went to the Albert Hall • Action Songs • Hymns & Seasons through Song <p>Timbre and Pulse</p> <ul style="list-style-type: none"> • Guess the sounds – scrape, scratch, tap, bang.... <p>Developing Pulse</p> <ul style="list-style-type: none"> • Dancing and Drumming <p>Improving Performance Skills and Confidence:</p> <ul style="list-style-type: none"> • Assembly performances <p>Developing Rhythm Patterns</p> <ul style="list-style-type: none"> • Rhythm games • Bucket Drumming • Music & Movement patterns <p>Moving in time to music</p> <ul style="list-style-type: none"> • Dalcroze • Action Songs 	<p>Fireworks music</p> <ul style="list-style-type: none"> • Group Collaboration • Matching Sounds to score • Singing • Harvest Songs <p>Nativity Performance</p> <ul style="list-style-type: none"> • Singing • Movement and Singing 	<ul style="list-style-type: none"> • Storytelling through music • Graphic Score • Exploring instrumental timbre and ways to play classroom percussion through <i>free play</i> and using these sounds in storytelling • Develop group skills and collaboration • Pitch and singing skills • Simple Melodic patterns Developing listening and musicality through Dalcroze and Orff pedagogy – music and movement. 	<p>Story Telling through Music:</p> <ul style="list-style-type: none"> • The Hare and the Tortoise / 3 Little Pigs • Snow White • Class Percussion to enhance story telling <p>Developing our singing voices:</p> <ul style="list-style-type: none"> • Head voice / Floaty Voice • Singing Well • Performing Well • Whole Year Group singing • Learning to Blend • Heigh Ho • The Sun Has Got His Hat On • other songs... <p>Dynamics and Italian Terms: ff / f / p / pp</p> <p>Drumming and Rhythmic Notation:</p> <ul style="list-style-type: none"> • 4 beats, 2 beats, 1 beat, ½ beats • Semibreve, minim, crotchet, quaver <p>Ostinato</p> <ul style="list-style-type: none"> • <i>Johnny Uses 1 Hammer</i> and other action songs • <i>Okitokiunga</i> and other songs <p>Travel and Transport songs</p>
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