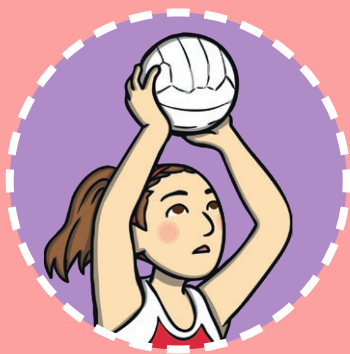
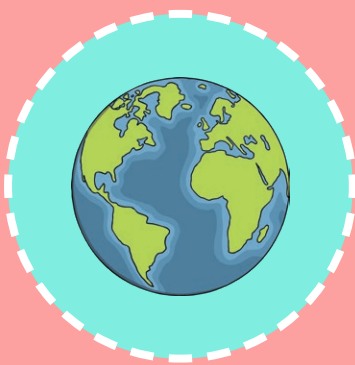
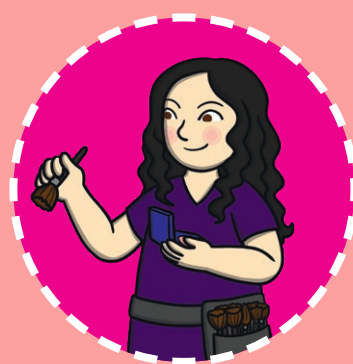


# Northern Ireland Key Stage 1 Curriculum Overview



# English



## Language and Literacy

### Talking and Listening

#### Pupils should be enabled to:

- participate in cross-curricular talking and listening activities and discussions;
- listen and respond to poems, stories, drama, songs and media texts creatively through a range of expressive activities;
- after listening to a range of oral and written texts, interpret and retell in some detail, for example, join in discussion about a character;
- tell stories that are grounded in their own experiences and that spring from their imagination;
- listen and respond appropriately to instructions and guidance;
- show that they can take turns during speaking and listening activities when working in pairs or groups;
- participate in a range of drama exercises that support activity-based cross-curricular learning, for example, taking on a role during class discussion of a topic;
- express ideas, thoughts, emotions and opinions arising from personal experiences, imaginary situations, texts, topics and activities;
- present information and ideas with elements of structure and sequence, for example, talk about visual representations of information such as graphs and pictures;
- reflect on what they say and how they say it, for example, changing voice when reading aloud;
- speak audibly and with clarity, using appropriate quality of speech and voice, for example, during recitation of poetry;
- compose and ask questions to gain information in both social and curricular contexts;
- read aloud from a range of sources, including their own writing, varying voice to emphasise meaning;
- recognise and discuss features of spoken language, displaying phonological awareness, for example, identifying rhyming words.

### Reading

#### Pupils should be enabled to:

- build up a sight vocabulary;
- use a variety of strategies to identify unfamiliar words;
- discuss the features of written language with an adult/s, identifying words, phrases, patterns, letters etc;
- recognise how words are spelt and understand how they are constructed;
- join in during modelled, shared, paired and

- guided reading sessions;
- read from a wide selection of poetry and prose and hear these texts read aloud to them;
- read for enjoyment and to acquire information, with some independence;
- explore, read, understand and make use of a variety of traditional and digital resources;
- reread and retell a range of texts, representing ideas visually or through drama;
- begin to locate, choose and use texts for particular purposes;
- research and manage information relevant to particular purposes, using traditional and digital sources and a range of methods to present their findings;
- use a range of oral and written comprehension skills to discuss and interpret texts;
- through exploration, begin to understand how texts of various genres are structured;
- explore a range of visual texts;
- express opinions and supply reasons, with a basis in what they have read;
- begin to use evidence from text to support their view, show that they can predict, infer and deduce;
- read and share their own books of poems and stories.

### Writing

#### Pupils should be enabled to:

- participate in modelled, shared, guided and independent writing, including on-screen composition;
- understand and use a range of vocabulary;
- experiment with and investigate language through word games, puzzles, riddles etc;
- discuss and plan their writing;
- check their own work, with a focus on specific criteria;
- make their own choices about form and content when writing, without prompting;
- write for a range of audiences and purposes;
- express ideas, thoughts, emotions and opinions in imaginative and factual pieces of writing;
- use traditional and digital means to present, organise and structure ideas and information;
- show awareness of some of the differences between spoken and written language;
- use and apply a range of spelling strategies in written work;
- spell a range of familiar, important and frequently occurring words;
- become increasingly competent with the use of grammar and punctuation in their writing, for example, they must use full stops, question marks and commas correctly;
- write legibly, continue to develop a style of handwriting and begin to join letters.

# Maths



## Mathematics and Numeracy

### Processes in Mathematics

#### Pupils should be enabled to:

- choose the appropriate materials and mathematics for a challenge or task;
- approach problem-solving tasks in a variety of different ways;
- begin to develop organisational strategies and work in a systematic way;
- know and understand a range of mathematical language and be able to use it during discussion of their work;
- have a clear and organised method of representing work, using symbols where appropriate;
- identify simple patterns and relationships and be able to make predictions;
- ask and answer open-ended questions;
- explain their approach to work;
- show an awareness of some of the ways that they can check their own work.

### Number: Understanding Number and Number Notation

#### Pupils should be enabled to:

- count, read, write and order whole numbers, progressing from within 10 to at least 1000;
- understand the empty set (zero) and the conservation of number (that the number of objects in a set does not change if they are moved around);
- understand that the place of a digit signifies its value (place value);
- start estimating a small number of objects;
- start approximating to the nearest 10 or 100;
- recognise and use simple fractions.

### Number: Patterns, Relationships and Sequences in Number

#### Pupils should be enabled to:

- continue, copy and create repeating patterns;
- explore patterns occurring in number tables;
- understand the commutative property of addition (turnarounds, e.g. if  $2+8=10$ ; then  $8+2=10$ );
- understand the relationship between addition and subtraction;
- realise that a symbol may represent an unknown number;
- understand and be able to use simple function machines.

### Number: Operations and their Applications

#### Pupils should be enabled to:

- understand the four operations of addition, subtraction, multiplication and division (without remainders) and use them to solve problems;

- know addition and subtraction facts to 20 and the majority of multiplication facts up to  $10 \times 10$ ;
- develop strategies to add and subtract mentally within 100.

## Money

#### Pupils should be enabled to:

- recognise and use coins in simple contexts;
- add and subtract money up to £10;
- use the conventional way of recording money;
- solve problems involving money;
- discuss the value of money and how it can be spent, saved and kept safe;
- talk about what money is and different ways to pay for things;
- decide how to spend money.

## Measures

#### Pupils should be enabled to:

- understand and use language relating to length, weight, capacity, area and time;
- use non-standard units to measure;
- understand the importance of standard units of measurement;
- know and use the most commonly used units to measure in practical contexts;
- estimate using arbitrary and standard units;
- select and use simple measuring instruments and be able to read and interpret them reasonably accurately;
- know the sequence of the days of the week, months of the year and seasons and explore calendar patterns;
- recognise times on the analogue clock and digital displays;
- understand the conservation of measures.

## Shape and Space

#### Pupils should be enabled to:

- sort 2-D and 3-D shapes in various ways;
- use 2-D and 3-D shapes in construction, pictures and patterns;
- name and describe 2-D and 3-D shapes;
- recognise reflective symmetry;
- practically explore simple tessellation;
- state position using prepositions;
- understand angle as a measure of turn;
- give instructions for turning through right angles;
- identify right angles in shapes;
- know the four points of the compass;
- further explore movement and direction using programmable devices.

## Handling Data

#### Pupils should be enabled to:

- sort and classify objects by one or two forms of criteria and use Venn, Carroll and Tree Diagrams to represent results;
- collect, record and present data using real objects, drawings, simple graphs, tables, mapping diagrams and ICT;
- discuss and interpret data;
- extract data from a variety of diagrams, charts and tables;
- use a database to enter and access information.

# Art and Design



## The Arts

### Art and Design

#### Pupils should be enabled to:

- investigate and respond to direct sensory experience including visual, spatial, verbal and tactile dimensions, memory and imagination;
- observe and discuss resource material to stimulate ideas;
- explore and appreciate the work of artists, designers and craft workers from their own and other cultures;
- use their experiences of others' work as a starting point for their own pieces;
- express ideas through exploring the visual elements of colour, tone, line, shape, form, space, texture and pattern;
- discuss their own work and that of others; talk about how it was made; use their observations to identify difficulties and suggest changes or modifications;
- experiment with a range of media, materials, tools and processes such as drawing, painting, printmaking, using malleable materials, textiles and three-dimensional construction.

### Music

#### Pupils should be enabled to:

- work creatively with sound by experimenting, selecting, combining and investigating sounds in order to express emotions and ideas and create or reflect mood and atmosphere;
- sing and perform with simple instruments in order to develop vocal and manipulative control;
- think about and discuss sounds, effects and musical features in their own and others' musical creations and performances.

### Drama

#### Pupils should be enabled to:

- engage in a range of creative and imaginative solo and group role-play situations, to further develop their understanding of the world;
- respond in role to the dramatic play of others and to adults in role;
- participate in dramatic activities and the sharing of ideas, to explore a range of cultural and human issues within a safe environment;
- develop a variety of drama strategies including tableau, hot-seating and freeze frame;
- develop dramatic skills that are appropriate to audience, context, task and purpose through the use of simple props, symbols and images.

# The World Around Us

## History, Geography, Science and Technology



### Interdependence

#### Pupils should have opportunities to explore:

- 'me' in the world;
- the links between plants and animals in the natural world and the ways in which they depend on each other;
- the interdependence of people and the environment;
- how humans have affected the natural environment over time;
- the connections between people, plants, animals and place and how they are interdependent.

### Place

#### Pupils should have opportunities to explore:

- the influence and effect of place on animal and plant life;
- adaptations of living things to environment and the ways in which they depend on environment;
- features of the immediate world and locality;
- comparisons between places;
- how local areas have changed over time;
- the positive and negative impact that people have had on places.

### Movement and Energy

#### Pupils should have opportunities to explore:

- the sources of energy in the world;
- how and why people and animals move;
- the changes in movement and energy over time.

### Change over Time

#### Pupils should have opportunities to explore:

- ways in which change occurs in the natural world;
- how people and places have changed over time;
- how change can be positive and how we may have a responsibility to actively contribute to change.



# PDMU



## PDMU - Personal Development and Mutual Understanding Personal Understanding and Health

### Pupils should be enabled to explore:

- their self-esteem and confidence;
- feelings and emotions – their own and those of others;
- how their actions affect other people;
- positive attitudes to learning and achievement;
- strategies and skills for keeping healthy and keeping safe.

## Mutual Understanding in the Local and Wider Community

### Pupils should be enabled to explore:

- ways to initiate and develop mutually satisfying relationships;
- the concepts of responsibility, respect, honesty and fairness;
- constructive approaches to conflict;
- similarities and differences between people;
- developing themselves as members of a community.

## Physical Education

Athletics (the basis of running/jumping/throwing)



### Pupils should be enabled to:

- participate in fun physical activities and challenges (using a variety of equipment) that enable them to learn, understand and develop the core skills of running, jumping and throwing (both individually and in a co-operative context);
- practise simple running techniques in a range of ways and situations;
- practise jumping and throwing, initially from a stationary position and later progressing to a controlled run-up;
- measure and gauge performance in simple athletic activities.

## Dance

### Pupils should be enabled to:

- use different parts of the body to explore space (personal and general) and to move using simple actions;
- create different types of dances, after listening to and moving in response to different stimuli, for example, verbal, visual, tactile, historical and cultural accompaniments;
- move in a controlled way, changing and varying speed and direction, using different levels in space (high, low) and different strengths (light, heavy);
- perform movements and simple steps in response to given rhythms and musical phrases;

- invent, practise, remember and perform simple movement sequences;
- show progression in the development of movement (individually and in pairs).

## Games (Sending/Receiving/Travelling)

### Pupils should be enabled to:

- participate in a range of activities, using a variety of equipment, to develop and practise handling, hitting and kicking skills;
- develop and employ the skills required for and relevant to games, including running, stopping, jumping and skipping;
- make the best use of space to outmanoeuvre an opponent;
- take part in simple games that involve both individual and co-operative play.

## Gymnastics

### Pupils should be enabled to:

- explore a variety of movement skills, including jumping, landing, travelling, balancing, transferring weight, rolling and climbing;
- explore, practise and improve body management skills;
- link movements to form simple sequences;
- progress from individual to paired work;
- evaluate their own and others' movements.

## Using ICT



### Explore

### Pupils should be enabled to:

- access, choose, interpret and research information from safe and reliable sources;
- predict, problem-solve and investigate by interacting with digital devices.

### Express

### Pupils should be enabled to:

- create, edit, present and publish ideas and information using a range of digital media, combining text, images and/or sound.

### Exchange

### Pupils should be enabled to:

- communicate safely and responsibly using a range of digital methods and tools;
- identify and discuss ways to communicate digitally.

### Evaluate

### Pupils should be enabled to:

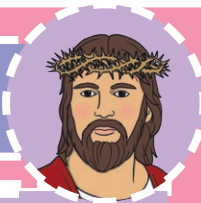
- discuss work and how to make improvements.

### Exhibit

### Pupils should be enabled to:

- manage and present stored work (print and save) to showcase cross-curricular learning.

## Religious Education



### Religious Education

The Revelation of God

#### Pupils should be enabled to:

- develop an awareness, knowledge, understanding and appreciation of key Christian teachings about God (Father, Son and Holy Spirit), about Jesus Christ, about the Bible and its relation to life.

### The Christian Church

#### Pupils should be enabled to:

- develop a knowledge, understanding and appreciation of the growth of Christianity, Christian worship, prayer and religious language;
- show a growing awareness of the meaning of belonging to a Christian tradition;
- show sensitivity to the beliefs of others.

### Morality

#### Pupils should be enabled to:

- develop the ability to think about morality;
- relate Christian moral principles to personal and social life;
- identify values and attitudes that influence behaviour.

Respect for God, respect for self, respect for others, and respect for the environment.

## Thinking Skills and Personal Capabilities



There are five strands in The Thinking Skills and Personal Capabilities Framework. These are:

### Managing Information

### Thinking, Problem-Solving and Decision-Making

### Being Creative

### Working with Others

### Self-Management

All parts of the Northern Ireland Curriculum emphasise the importance of the development of these skills and capabilities, for creative and critical thinking and the development of personal and interpersonal dispositions in a changing world.