

Year 1

Number—Place Value

- ☑ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- ☑ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- ☑ given a number, identify one more and one less
- ☑ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- ☑ read and write numbers from 1 to 20 in numerals and words

Number—adding and subtracting

- ☑ read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- ☑ represent and use number bonds and related subtraction facts within 20
- ☑ add and subtract one-digit and two-digit numbers to 20, including zero
- ☑ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Number—multiplication and division

- ☑ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number—Fractions

- ☑ recognise, find and name a half as one of two equal parts of an object, shape or quantity
- ☑ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

Compare, describe and solve practical problems for:

- ☑ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- ☑ mass/weight [for example, heavy/light, heavier than, lighter than]
- ☑ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- ☑ time [for example, quicker, slower, earlier, later]

Measure and begin to record the following:

- ☑ lengths and heights
- ☑ mass/weight
- ☑ capacity and volume
- ☑ time (hours, minutes, seconds)
- ☑ recognise and know the value of different denominations of coins and notes
- ☑ sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- ☑ recognise and use language relating to dates, including days of the week, weeks, months and years
- ☑ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry—shape

- ☑ recognise and name common 2-D and 3-D shapes, including:
 - ☑ 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - ☑ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Geometry—position and direction

- ☑ describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Science

Working Scientifically

Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Plants

Pupils should be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals—including humans

Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Materials

Pupils should be taught to:

- 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 the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes

Pupils should be taught to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Year 1

Design Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria.
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Application:

Measure, cut assemble and join card, plastic and paper.

Begin to use wood.

Sliders and levers—simple mechanisms

Stable structures

Joins using tape and glue

PE

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive and co-operative physical activities, in a range of increasingly challenging situations.

- master basic movements including running, jumping, throwing and catching.
- develop balance, agility and co-ordination
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Dance (2 units): Polar adventure and dinosaurs linked with topic

Gymnastics (2 units): Points & Patches, Flight, Rocking and Rolling, Wide Narrow Curled

Outdoor (6 units):

Music

- Use their voices expressively and creatively by singing and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using pitch, duration, dynamics, tempo, timbre, texture and structure.

Topics:

Below are 3 prescribed units and then there are 3 other units of your choice relating to the above.

1. Learn to play the handbells reading simple notation.
2. To compose, investigating purpose of sounds: *Music Express Sound Interesting*.
3. *To sing simple songs in unison.*

Art & Design

Pupils should be taught:

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Media: pencils, crayons, pastilles, felt tips, chalk,

Printing: potato, string, card

Textiles / Collage: Binka, fabric crayons, textured collage

3D: Clay, junk modelling

Artists: Quentin Blake, Kath Kidston

History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully in later key stages.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

Year 1

Reading—word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Reading—Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

Participate in discussion about what is read to them, taking turns and listening to what others say

- explain clearly their understanding of what is read to them.

Speaking and Listening

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate formality for effective communication.

Genres

Narrative:

Stories with familiar settings [linked to topic \(Happy Feet and Lost and Found, Bob the Man on the Moon, Harry and the Bucketful of Dinosaurs\)](#)

Stories from a range of cultures/Predictable patterned language [Literacy Shed- the Catch](#)

Traditional and fairy tales [linked to topic- Jack and the Beanstalk](#)

Stories about fantasy worlds [linked to topic- Aliens love underpants](#)

Non-Fiction:

Labels, lists and captions [features then linked to topic/science](#)

Instructions [features then linked to topic](#)

Recounts, dictionary [features then linked to topic/ dinosaur day / school trip](#)

Information texts [features then linked to topic \(Polar animal fact books, Dinosaur and Space fact books\)](#)

Recount (fact and fiction) [features then linked to topic](#)

Poetry

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- Some spaces left between words
- Most letters sit on the line correctly.
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing—Spelling

Pupils should be taught to:

spell:

- words containing each of the 40+ phonemes already taught
- common exception (tricky) words
- the days of the week
- Recognise and spell a set of simple compound words

Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Apply simple spelling rules and guidance, as listed in English Appendix 1

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Writing—Composition

Pupils should be taught to:

write sentences by:

- saying out loud what they are going to write about (including poems)
- composing a sentence orally before writing it
- sequencing simple sentences to form short narratives
- re-reading what they have written to check that it makes sense
- write sentences or sentence-like structures which can be clearly understood
- begin to use some features of Standard English: 'I did.'

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing—Vocabulary, Punctuation and Grammar

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- sometimes include adjectives for description
- learning the grammar for year 1 in English Appendix 2

Use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 1

PSHE

Pupils should have the opportunity:

(Core themes 1)

To understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

To recognise what they like and dislike (how to make real and informed choices that improve their physical and emotional health), and that choices can have good and not so good consequences

To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings

To learn the importance of and how to maintain personal hygiene

To learn about the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities that increasing independence may bring

To know the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls

To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

To learn about change and loss and the associated feelings (including losing toys or keys)

To understand that household products, including medicines, can be harmful if not used properly

To learn about people who look after them, their family networks, whom to go to if they are worried and how to attract their attention, ways that pupils can help these people who look after them.

(Core themes 2)

For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond

To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another

For pupils to recognise how their behaviour affects other people

To recognise what is fair and unfair, kind and unkind, what is right and wrong

To learn that people's bodies and feelings can be hurt (including what makes your pupils feel comfortable and uncomfortable)

To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)

To learn that there are different types of teasing and bullying, that these are wrong and unacceptable

To identify and respect the differences and similarities between people

(Core theme 3)

To learn how to contribute to the life of the classroom

To help construct, and agree to follow, group and class rules and to understand how these rules help them

For pupils to understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)

Year 1

| | | | | | | | |
|---|---|---|---|--|--|---|--|
| Term 1 What does it mean to belong to a faith community? | Do we all belong to something? | How do Christians show they belong? | How do Christians show they belong? | How do Muslims know they belong? | How do Jewish people show they belong together as a community? | How do Christians welcome a baby? How do Muslims welcome a baby? | How do some people show they belong to each other? |
| Term 2 and 3 Who is a Christian and what do they believe? | Who is a Christian and what do they believe? | What do Christians believe about God? | What does the Bible teach us about God? | Why is Jesus important to Christians? | What do the miracles of Jesus tell us about what is important to Christians? | Why do Christians pray? | Who is a Christian? |
| Term 4 How and why do we celebrate special and sacred times? | What do you celebrate and why? What stories do you tell? | What happened at Easter and how does it make people feel? | What happened at Easter and how does it make people feel? | How do Christians celebrate Easter? | What matter most at Easter? | Why do Jewish people tell the story of Passover every year? | |
| Term 5 and 6 What makes some places sacred? | Where do I feel safe? Where is a sacred place for believers to go? | Which place of worship is sacred for Christians? | Which place of worship is sacred for Christians? | Which place of worship is sacred for Jewish? | Which place of worship is sacred for Jewish? | Which place of worship is sacred for Muslims? | How are places of worship similar and different? |

Geography

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom.

use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries.
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Computing

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

General ICT skills (2 weeks)

Keyboard Skills and Text Manipulation (4 weeks)

Programming Beebot (5 weeks)

Multimedia (5 weeks)

Web research (5 weeks)

Animation (5 weeks)

Paint (5 weeks)

E-safety to be covered in term 1 and throughout all topics taught within the year.